

# Pupil premium strategy statement – Ullesthorpe CE Primary School 2025-26

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	99
Proportion (%) of pupil premium eligible pupils	9.09%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	<b>2025-28</b>
Date this statement was originally published	December 2025
Date on which it will be further reviewed	December 2026
Statement authorised by	J Allen, Head of School
Pupil premium lead	J Allen
Governor lead	Roger Stoney, Vice Chair

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£17,401
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	£4,777
<b>Total budget for this academic year</b>	<b>£22,178</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Our school vision is 'Learn together, grow together, shine forever'. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve their potential 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 vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not. It also considers the research conducted by the EEF. Our schools will combine this evidence with professional judgement and knowledge of our own pupil's needs.

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. Our intention is 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.
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve regardless of pupils' background.
- Ensure children receive support with non-academic challenges such as wellbeing, mental health and safeguarding concerns.
- Act early to intervene at the point needs are identified.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Attendance and punctuality</b> of disadvantaged pupils is below that of their non-disadvantaged peers.
2	A higher proportion of our disadvantaged children have <b>additional needs</b> , including SEMH and SEND, and can lack a family advocate.
3	A high proportion of our disadvantaged children experience challenging <b>family circumstances</b> with ongoing involvement with outside agencies.
4	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with accessing or <b>progressing with reading</b> than their peers.

## 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
Increased attendance and punctuality of disadvantaged pupils.	<p>In 2024/25, the attendance of non-disadvantaged pupils was 95.96%; disadvantaged pupils' attendance was 89.47% - the attendance gap between disadvantaged and non-disadvantaged pupils was 6.49%.</p> <p>By July 2028 we aim that this gap will be reduced to no more than 4%.</p>
Home-school partnerships promote the removal of barriers for specific SEND support.	<p>Attendance at pupil passport meetings and/or annual SEND reviews by parents/carers of disadvantaged pupils with SEND to increase to &gt;90%.</p> <p>Where applicable, parents of disadvantaged pupils fully engage with external provision and/or agencies as recommended by SENDCo.</p>

<p>Home-school partnerships seek to increase the positive outcomes of the involvement of outside agencies.</p>	<p>Our internal safeguarding records for our disadvantaged pupils demonstrate that:</p> <ul style="list-style-type: none"> <li>• An increasing number of cases are closed successfully</li> <li>• Number of pupils being actively 'monitored' reduces over time</li> <li>• Fewer closed cases recur</li> </ul>
<p>Improved reading access and skills, with associated benefits for oracy and wider language skills, among disadvantaged pupils.</p>	<p>Assessments and observations indicate significantly increased reading access and improved reading and language skills among disadvantaged pupils.</p> <p>This is evident through learning walks, pupil interviews, reading logs, book looks, engagement in lessons and ongoing formative and summative assessment.</p> <p>KS2 reading outcomes by 2027/28 show that more than 75% of disadvantaged pupils met the expected standard.</p>
<p>Our school acts as a springboard for promoting ambitious life opportunities for disadvantaged children and their families.</p>	<p>Increased attendance at in-school events e.g. parents' evenings, curriculum workshops, open days, meet the teacher and school-based community events.</p> <p>Disadvantaged pupils participate in enrichment activities at a level comparable with their non-disadvantaged peers.</p>

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium) funding **this academic year** to address the challenges listed above.

## Teaching (for example, CPD, recruitment and retention)

**Budgeted cost: £2610**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continued delivery of CUSP as an ambitious curriculum framework.	Evidence suggests the use of 'metacognitive strategies' – which get pupils to think about their own	2, 4

<p><b>£2610</b></p>	<p>learning – can be worth the equivalent of an additional +7 months’ progress when used well...the potential impact of these approaches is very high, particularly for disadvantaged pupils.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition</a></p>	
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**Targeted academic support (for example, tutoring, one-to-one support, structured interventions)**

**Budgeted cost: £8385**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>School Led Tutoring &amp; targeted Intervention</b> 1-1 and small group support for disadvantaged pupils both in the classroom and in small group interventions after school to close gaps, including SATs boosters and homework club. <b>£7736</b></p>	<p>Support staff should be used to support children of all abilities and they should support pupils to develop independent learning skills and to manage their own learning.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</a></p> <p>And in small groups: <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p>	<p>2, 4</p>
<p><b>IDL Literacy &amp; Numeracy software subscription - bespoke targeted sessions available for access both in school and from home to improve key english and maths skills.</b> <b>£499</b></p>	<p>When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: <a href="#">Diagnostic assessment   EEF</a></p>	<p>2, 4</p>
<p><b>SATs resources including CGP</b></p>	<p>Homework has a positive impact on average (+ 5 months). Homework that is linked to classroom work tends to be more effective.</p>	<p>2, 4</p>

materials to build fluency. <b>£150</b>	<a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</a>	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

**Budgeted cost: £10123**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Appointment of Lead Family Support Worker to tackle domestic barriers for good attendance & positive behaviour. <b>£1250</b>	Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. EEF evidence suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.  Yet it can be difficult to involve all parents in ways that support children's learning, especially if parents' own experiences of school weren't positive. <a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/supporting-parents</a>	1, 2, 3
<b>Sensory Circuit Support</b> for children with SEMH and/or behavioural needs. <b>£1673</b>	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): <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</a>	1, 2
<b>Enrichment Support</b> for disadvantaged children to access enrichment opportunities and increase their cultural capital e.g. trips, residential and events. <b>£1500</b>	Children with less cultural capital have difficulty with responding to setbacks, working with others, managing emotions and coping with difficult situations. <a href="https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment">https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skills-enrichment</a>	1, 2, 3
<b>EYFS Resources</b> Children get off to the strongest possible start,	This is growing evidence that guided play-based learning has been successful in improving educational outcomes in	1, 2, 4

<p>and gaps in school-readiness are addressed, through high quality continuous and enhanced provision in EYFS. <b>£2500</b></p>	<p>settings with a high proportion of children experiencing socio-economic disadvantage.</p> <p>Successful settings are cultivating environments that encourage and support children to develop their language, literacy and mathematical knowledge and understanding through play.</p> <p><a href="https://educationendowmentfoundation.org.uk/early-years/toolkit/play-based-learning">https://educationendowmentfoundation.org.uk/early-years/toolkit/play-based-learning</a></p>	
<p><b>Reading Resources</b> including investment in Key Stage 2 banded/levelled reading books to ensure better tracking of progress beyond year 2. <b>£2000</b></p>	<p>Pupils from disadvantaged backgrounds are most likely to be behind age-related expectations in their literacy skills: 20% less likely than peers to reach expected standards in reading. This gap expands significantly after key stage 1. To excel in literacy, pupils need extensive opportunities (and the motivation) to practise their reading:</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf?v=1764322633">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks2/EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf?v=1764322633</a></p>	2, 4
<p><b>Educational Technology (Edtech) Hardware resources</b> including purchase of chromebooks to facilitate educational software use (incl IDL) and to facilitate adaptive technologies for SEND pupils. <b>£1200</b></p>	<p>This investment removes some key barriers for disadvantaged pupils, who experience a digital divide in access to learning resources, including homework activities, from home.</p> <p>Computer technology can also enhance learning experiences and provide targeted academic support and specific online interventions.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital</a></p>	2, 4
<p>Contingency <b>£1060</b></p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a proportion of funding aside to respond quickly to needs that have not yet been identified.</p>	

**Total budgeted cost: £21,118**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### **Attainment of disadvantaged pupils (Years 1-6) Summer 2025:**

##### **Reading Outcome E2+ (Expected Standard plus)**

Disadvantaged pupils: 80%

Non-Disadvantaged pupils: 83%

##### **Writing Outcome E2+ (Expected Standard plus)**

Disadvantaged pupils: 60%

Non-Disadvantaged pupils: 73%

##### **Maths Outcome E2+ (Expected Standard plus)**

Disadvantaged pupils: 70%

Non-Disadvantaged pupils: 87%

#### **Attainment of non-SEND disadvantaged pupils (Years 1-6) Summer 2025:**

##### **Reading Outcome E2+ (Expected Standard plus)**

non-SEND Disadvantaged pupils: 100%

##### **Writing Outcome E2+ (Expected Standard plus)**

non-SEND Disadvantaged pupils: 100%

##### **Maths Outcome E2+ (Expected Standard plus)**

non-SEND Disadvantaged pupils: 80%

## Externally provided programmes

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

Programme	Provider
n/a	