

Pupil Premium Strategy Statement – Plumpton School

2025 – 2028



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	87 FT + 14 PT (YN)
Proportion (%) of pupil premium eligible pupils	6.93% (7 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	September 2025 - 2028
Date this statement was published	December 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Mrs Sarah Penny Headteacher
Pupil premium lead	Mrs Sarah Penny Headteacher
Governor / Trustee lead	Mr Mark Halliburton Chair of Governors
Governor Linked to Pupil Premium	Mr Gary Lawson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£11,720.00

Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2024/25 cannot be carried forward beyond August 31, 2025.</i>	£0
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year <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>	£11,720

Part A: Pupil premium strategy plan

Statement of intent

Our aim is that by providing high-quality education, all learners, irrespective of background, meet or exceed national expected progress in order to achieve age-related expectations by the end of Year 6. We are ambitious in our intention that all learners reach or exceed the expected standard in reading, writing and maths, make good progress at all stages of their schooling with us and are ready for the next step of their education. High-quality teaching is fundamental to learning and progress and is recognised to have the greatest impact on closing the attainment gap between learners from different backgrounds. Excellent lessons benefit all pupils too. We also know that sometimes pupils need extra support both in the classroom and through additional provision. In our small school, staff know pupils very well and we carefully consider the needs of all learners, and particularly those that are disadvantaged and vulnerable. Our approach is therefore multi-layered to ensure maximum impact, as represented below: High-quality teaching – Support – Targeted interventions – Personalised provision We are ambitious to make swift accelerated approach following school closures and our work to support disadvantaged learners dovetails with our plans for education recovery including use of school led tutoring.

In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged. We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We will allocate the Pupil Premium funding to support any pupil or groups of pupils the school has **legitimately** identified as being socially disadvantaged or vulnerable. We will allocate the funding where the need is greatest.

Our approach will therefore be responsive to common challenges and individual needs based on diagnostic assessments, not assumptions about the impact of disadvantage. Class teachers and teaching assistants know which pupils are eligible for the Pupil Premium and what their specific barriers are to learning. Work with the RADY project will ensure that high expectations for all learners runs through all aspects of teaching and learning to ensure that disadvantaged pupils excel. To ensure approaches help disadvantaged children excel we will:

- Ensure that all day-to-day teaching meets the needs of each learner and is supported by any necessary interventions.
- Act early to intervene at the point need is identified
- Ensure interventions are always high-quality and tailored to pupils' needs.

- Make regular assessments to check whether interventions or strategies are working and make necessary adjustments to close potential gaps and identify strategies to address these
- Make sure that teaching assistants are highly trained and understand their role in supporting pupils to achieve their potential
- Ensure that all disadvantaged children are challenged in order to achieve their potential
- Involve governors in the monitoring and evaluation process
- Staff and governors, parents/carers and pupils understand the link between attendance and attainment. Attendance levels for disadvantaged pupils are checked and concerns are acted upon promptly. The Local Authority Inclusion Officer visits school termly to help monitor attendance and helps the school if necessary to challenge lateness and unauthorised absences

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations and discussions with pupils indicate underdeveloped oral language skills and greater difficulties with phonics and comprehension than their peers. This negatively impacts their development as readers.
2	Assessments, observations and discussions with pupils suggest that some disadvantaged pupils generally are not read to at home and do not enjoy reading for pleasure. This negatively impacts their development as readers
3	A number of our pupil premium children have a lower level of attainment in RWM when assessed
4	The social and emotional development of some of our disadvantaged pupils is below expectations. Their levels of wellbeing and involvement are inconsistent. Their needs must be met to ensure learning is effective for these pupils when they are in school.
5	The knowledge of the wider world is limited for some of our disadvantaged pupils. They have limited enrichment opportunities and possibly less exposure to cultural experiences.

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
Improved oral language and vocabulary	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved reading frequency and outcomes in reading for disadvantaged pupils	Key Stage 2 reading outcomes by 2027/2028 will show that at least 75% of disadvantaged pupils will meet the expected standard.
Narrow the gap for RWM attainment among disadvantaged pupils	KS1 and KS2 RWM outcomes 2027/2028 show they are more in line with non-PP children.
<p>Improve the emotional and mental well-being of identified pupils to enable them to access the full curriculum and ensure effective learning is taking place to raise standards in all areas of the curriculum</p> <p>Improve mental health and wellbeing for identified pupils, enabling learning to take place. Pupils to achieve their potential in all areas of the curriculum</p>	<p>Pupils are able to talk about their feelings, self-regulate their emotions, build relationships with their peers and be able to learn well through positive relationships. Pupil voice and teacher observations will show improved wellbeing – sustained high levels of wellbeing.</p> <p>The gaps in attainment across the curriculum will diminish.</p>
All pupils, particularly PP children will have full access to clubs and enrichment events. Visits and visitors will enhance cultural capital and inspire pupils to fully explore the world we live in	<p>Clubs and enrichment events will be held in school time (lunchtimes) as much as possible with no expectation of cost to remove any barriers to engagement. Visits will cover a range of cultural and educational themes to broaden pupils' experience of the local and wider community.</p> <p>Disadvantaged pupils will be able to speak confidently displaying clear impact of cultural capital.</p>
Improved engagement in reading for pleasure for PP children	Disadvantaged pupils will read more and improve fluency and enthusiasm when reading. PP children will have opportunity to take high-quality texts home to read out of school. Parents and carers of PP children will know how best to provide books free of charge.

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: £10,420.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>EYFS/KS1 Reading for Pleasure Workshop to encourage and support parental engagement and enhancement of our reading curriculum. Social interaction with family and increased verbal opportunities will support low levels of vocabulary which we can see for some children lower down the school</p>	<p>The DfE Framework for Reading (2023) encourages more reading for pleasure at home for families to engage socially and emotionally. Increased exposure to spoken language and listening to stories introduces children to a wide range of words. Rhyming and alliteration give children cues for predicting words.</p> <p>Orgill English Hub - Cumbria (DfE Funded)</p>	<p>1, 2, 4 & 5</p>
<p><u>Phonics</u></p> <p>Engage with Partnership School in collaboration with Orgill English Hub to review and improve teaching of phonics.</p> <p>Refine use of Rising Stars Phonics Rocket Scheme to secure high-quality phonics teaching for all pupils</p> <p>Catch Up for Year 2 & Year 3 pupils.</p> <p>1:1 phonics coaching for pupils not on track in YR, Y1 & Y2</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>The DfE Framework for Reading (2023)</p> <p>Orgill English Hub - Cumbria (DfE Funded)</p>	<p>1, 2, 3 & 5</p>

<p><u>Writing</u></p> <p>Continue teacher collaboration to improve outcomes in writing. Progression for writing made more clear</p> <p>Focus on modelling writing to teach aspects of sentence structure and writer's voice</p> <p>Focus on transcription with mini-lessons being a daily aspect to help this</p> <p>Modelling of letter formation early on in YR with increased opportunity to write in phonics lessons</p>	<p>The Writing Framework (July 2025)</p> <p>National Literacy Trust</p> <p>EEF Improving Literacy in KS2 (Nov. 2021) guidance recognises the importance of high-quality teaching assessment and a broad and balanced, knowledge-based curriculum</p>	<p>2, 3 & 5</p>
<p><u>Maths</u></p> <p>Supplement White Rose Maths Scheme with materials from NCETM</p> <p>Introduce fast arithmetic questions at the beginning of lessons to increase fluency and recall of number facts</p>	<p>NCETM</p> <p>EEF Improving Mathematics in Key Stages 2 & 3 (Nov. 2022)</p> <p>EEF guidance recognises the importance of high-quality teaching assessment and a broad and balanced, knowledge-based curriculum</p>	<p>3</p>
<p>Engage with RADY Project to embed high expectations for disadvantaged pupils throughout School Development plan</p> <p>All staff & governors introduced to RADY Project and work towards Poverty Proofing Curriculum by offering clubs in school time to increase uptake from disadvantaged children</p>	<p>RADY Project</p>	<p>3, 4 & 5</p>

School visits to be supplemented financially by donations from FareShare Scheme		
<u>ELSA</u> Support from our fully trained ELSA to offer strategies for pupils struggling with emotional/behavioural issues	There is extensive evidence associating social and emotional skills with improved outcomes at school and in later life. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning ELSA Intervention Training	1, 3 & 4
<u>Teaching Assistant Support</u> All our classes benefit from full-time teaching assistant support. Most classes have two teaching assistants in a morning to give support during English and maths lessons. The profile of pupil premium has been raised via the RADY Project	EEF guidance – teaching assistant interventions EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD for all members of staff. The average impact of teaching assistants and of small group tuition is about an additional four months' progress over the course of a year.	1 & 3

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

Budgeted cost: £1000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<u>Timetabled small group work</u> A timetable of intervention sessions is scheduled for each class on a termly basis and in response to pupil needs identified	EEF guidance – small group tuition (July 2021) Small group tuition has an impact by providing additional support that is targeted at pupil needs. The approach allows the teacher to focus on the needs of a small number of learners and provide teaching that is closely matched to pupil understanding. Small group tuition offers an opportunity for greater levels of interaction and feedback compared to whole class	2, 3, 4 & 5

through assessment	teaching and can support pupils to overcome barriers to learning and increase their access to the curriculum	
Additional phonics sessions targeted at disadvantaged pupils who require further support.	Phonics approaches have a strong evidence base indicating positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective over a period up to 12 weeks: <u>Phonics/toolkit strand/EducationEndowmentFoundation/EEF</u>	1 & 2
Additional maths sessions targeted at disadvantaged pupils who require further support.	Small group maths sessions to pre-teach and over-teach basic mathematical concepts aim to secure firm foundations in the development of good number sense for all children in KS1. The aim overtime is that children will leave KS1 with fluency in calculation and a confidence and flexibility with number. Intervention and support with children in KS2 helps address mis-concepts and to build mathematical confidence.	3
Teaching Assistant support in all classrooms.	Evidence from EEF shows good quality one to one support or small group support by high-quality Teaching Assistants ensures the children have every opportunity to achieve their potential. <u>Use of Teaching Assistants – Guidelines EEF</u>	3 & 4

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

Budgeted cost: £300.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<u>Residential Visits</u> By school providing contributions to funding for residential visits to those in receipt of the premium, residential visits are accessible to all children	RADY Project Removing financial barriers to school visits increases cultural capital for disadvantaged pupils	4
<u>Extra-Curricular Activities</u>	RADY Project	4

Staff to offer lunchtime clubs with no cost to remove barriers of cost and attending after school clubs	Research indicates that disadvantaged children have a lower participation rate in clubs which take place after school	
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Total budgeted cost: £11,720.00

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Those pupils who needed additional provision have been able to work in small groups to focus on specific areas of need daily wherever possible. Intervention and small support groups have shown some positive outcomes and will continue to take place where possible. We make sure the money is targeted

In 2025 there were 3 Y6 pupils in receipt of PP.

- 66% AS Reading
- 66% AS Maths
- 66% AS Writing

In 2025 there were no Y1 pupils in receipt of PP.

In 2025 there was 1 pupil in receipt of EYFS PP.

- 100% GLD

Reading

Phonics and Early Reading support including Phonics Interventions in EYFS & KS1 have shown positive outcomes. One Y1 pupil is now in receipt of PP and is on track to pass the Phonics Screening test in June 2026.

The school has used money from school fund raising events to supplement the school library with high-quality texts across school. These texts are aimed at capturing children's interest whilst providing a balance of diversity and challenge to excite all pupils.

- 71% of PP pupils across all of KS2 were at the expected or better level of achievement in reading at the end of 2025

Writing

Writing has been a focus across school with a focus to improve outcomes for all pupils, especially those most disadvantaged.

- 66% of PP pupils across school were at the achieved the expected standard of writing at the end of 2025

Maths

Some pupils will require longer term support beyond the specific planned interventions in maths.

- 55% of pupils in receipt of PP achieved the expected standard in maths at the end of 2025

Personal Development

Staff observations, parent feedback and learning walks indicate that pupils are making good progress in terms of wellbeing, learning behaviours and behaviour more broadly. ELSA support and the introduction of a weekly Nurture Group have shown a positive impact on pupils in receipt of PP.

Attendance 93.7% impacted by 1 pupil being on an extended holiday.

We subsidise/pay for trips and residential visits for pupils in receipt of PP.

We subsidise/pay for wrap around care for pupils in receipt of PP.

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	

Service pupil premium funding (optional)

<i>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</i>
N/A
The impact of that spending on service pupil premium eligible pupils

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 or recovery premium funding.