

Pupil premium strategy statement for the Federation of Priddy and St Lawrence's C of E Primary School

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	96
Proportion (%) of pupil premium eligible pupils	19%
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)	2025-2026
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Sharon Foxall
Pupil premium lead	Annabel Smout
Governor / Trustee lead	Emma Giffard

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£31,390
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£5,000
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>	£36,390

Part A: Pupil premium strategy plan

Statement of intent

Where you start in life shouldn't determine your future. At The Federation of Priddy and St. Lawrence's, we believe that education should ensure that each generation of children reaches their full potential. We aim to ensure that every child's potential, skills, talents and choices determine what they achieve and is not influenced by any potential disadvantage.

Through our ambitious curriculum we provide our children with the opportunity to explore, collaborate, and talk to others and practice our Christian values in an environment which is safe, supportive, encouraging whilst also challenges their thinking.

Through the use of additional funding we aim to ensure that all our pupil premium children leave us:

- Achieving in line with age expected peers in reading, writing and maths.
- Confident communicators with skills and values which ensure they can access the full curriculum and have ambition and hope for their future.
- Resilient, independent learners who understand how to keep themselves safe and are physically and mentally healthy.

We recognise that some of our children do not arrive at school ready to learn, due to adverse childhood experiences and lower levels of language. This may result in them lacking confidence, self-esteem and often an inability to self-regulate their emotions; these are all barriers to their learning. We believe that this can be best addressed through highly effective home school relations to improve home learning environments and practices, transition plans, consistently high-quality teaching and learning and intervention (peer tutoring, tuition, high quality feedback) so that learners are confident in taking on responsibility for evaluating their own learning and responding positively to teachers' feedback.

Here at Priddy and St. Lawrence's, decision making on how to use our Pupil Premium Funding is based upon the barriers that children are currently experiencing both socially, emotionally and academically. Evidence is clear here that disadvantaged children have fallen further behind during chequered learning. As a school, it is essential that we develop, implement and monitor an evidenced-informed approach to our pupil premium strategy to support all children to thrive.

All teaching staff are involved and are accountable for identifying children who need support. Professional dialogue around what this support needs to look like is discussed, recorded and actioned in our Pupil Progress Meetings.

Challenges

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

Challenge number	Detail of challenge
1	<p>Children's ability to regulate their emotions effectively in order to be ready to learn.</p> <p>Poor emotional regulation leads to a lack of motivation and low self-esteem, which in turn, negatively impacts on children's levels of focus, independence and resilience within learning. Consequently, this creates a barrier to learning which over time can impact the individual's progress and attainment.</p>
2	<p>Writing attainment.</p> <p>Internal assessments and moderation exercises indicate that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils. Gaps in SPaG knowledge are also evident.</p> <p>Identified children's lack of cultural understanding and knowledge.</p>
3	<p>Attendance.</p> <p>Attendance below 95% across a small number of our Pupil Premium cohort has a negative impact on progress and attainment over time.</p>
4	<p>Reading attainment.</p> <p>Internal assessments indicate that comprehension attainment among disadvantaged pupils is below non-disadvantaged pupils.</p>
5	<p>Maths – reasoning and problem solving.</p> <p>Assessments, observations, and discussions with pupils suggest that disadvantaged pupils generally have a greater level of difficulty with applying their skills to problem solving and reasoning than their peers. This negatively impacts their development as mathematicians in both attainment and confidence.</p>

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
For all children to develop strategies for regulating their emotions effectively, in order to be ready to learn and achieve success.	<p>For children to use strategies to support their independent learning.</p> <p>CPD for all teaching staff on metacognition and embedding strategies within high quality teaching.</p> <p>EP-led CPD on the zones of regulation and emotion coaching for all staff.</p> <p>EP-led CPD on supporting children with trauma/ACEs.</p>

	<p>Explicit teaching of independence, listening and thinking skills.</p> <p>Everyone responsible for embedding our school rules and core values.</p> <p>Continuation of OPAL to support children's physical health and mental wellbeing.</p> <p>Opportunities to broaden children's horizons and aspirations to increase motivation:</p> <ul style="list-style-type: none"> - Leadership roles for children - Visitors invited to share knowledge and skills with the children. - Trips to museums and art galleries – awareness and understanding of others and the wider world. - Curriculum-related trips to enhance and support children's development.
<p>To improve writing outcomes among disadvantaged pupils with a specific focus on motivation, stamina and addressing gaps in SPaG.</p>	<p>'Literacy Tree' writing scheme to support teachers with high quality shared writing. School support and CPD delivered by the Literacy Tree to enhance teachers' confidence in maximising pupil engagement and outcomes.</p> <p>Purchase 'Literacy Tree' writing scheme which incorporates SPAG objectives for specific year groups.</p> <p>Writing moderation (in school and across local school network) and observations will indicate significantly improved writing outcomes among disadvantaged pupils. This will be evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p> <p>High expectations and strong teaching of spelling will ensure greater quality of written work from all pupils – building on phonics and grammar knowledge.</p>
<p>Improve and maintain high levels of attendance for Pupil Premium children to ensure a positive impact on progress and attainment.</p>	<p>Establish and maintain positive working relationships with children and their families.</p> <p>Working with outside agencies to support families with reluctant learners e.g. PFSA and FIS.</p> <p>Support parents to ensure children attend on time and follow the Attendance Policy'.</p> <p>Noticeably improved attendance for those previously with persistent absenteeism.</p> <p>Celebrating success for those children.</p>
<p>To improve overall reading attainment for disadvantaged pupils.</p>	<p>Assessments and observations will indicate significantly improved comprehension outcomes and improved reading fluency.</p> <p>End of KS2 reading data will reflect significant progress.</p> <p>Pupils demonstrate stamina and resilience during comprehension lessons.</p>

	Additional comprehension interventions will allow all children to access targeted support and increase attainment.
Make positive progress in increasing Maths outcomes among disadvantaged pupils, with a primary focus on problem solving and reasoning.	<p>Assessments and observations will indicate significantly improved mathematical outcomes among disadvantaged pupils. This will be evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.</p> <p>UPKS children confident in applying all four operations to PSRN.</p> <p>Mastering Number being implemented in EYFS, KS1 and LKS2 – strong foundation for fluency.</p> <p>CPD on sustaining and raising attainment in maths to have positive impact on high quality teaching.</p>

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £1,570

Activity	Evidence that supports this approach	Challenge number(s) addressed
INSET CPD on Metacognition for teaching staff.	Evidence collated by the Education Endowment Foundation (EEF) suggests that explicit teaching of specific strategies for planning, monitoring and evaluating their learning can enable children to make +8 months progress.	1,2,4,5
Traded EP hours for delivery of whole-staff CPD sessions: 1 – Emotion Coaching 2 – Trauma	<p>Findings from a study carried out across schools in Somerset found there to be a significant impact on children's behaviour and well-being following the emotion coaching training and implantation as a strategy.</p> <p>Government Green Paper, <i>Transforming Children and Young People's Mental Health Provision</i> (2017), states: 'There is evidence that appropriately trained and supported staff such as teachers, school nurses, counsellors, and teaching assistants can achieve results comparable to those achieved by trained therapists in delivering a number of interventions addressing mild to moderate mental health problems (such as anxiety,</p>	1,3

	conduct disorder, substance use disorders and posttraumatic stress disorder).'	
SCARF subscription for supporting the teaching of PSHE.	To have an identifiable and significant impact on attitudes to learning, social relationships in school, and attainment itself. Social and Emotional Learning Interventions (EEF +3 months)	1,3
White Rose Premium Membership and CGP practise materials for supporting SPaG and arithmetic across KS2.	Reading comprehension strategies (EEF +7 months) Improving Maths in the Early Years and KS1 Improving Maths in KS2 and 3 Mastery Learning (EEF + 5 months)	2,4,5

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

Budgeted cost: £ 26,054

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ninja Comprehension Resource Books.	Reading comprehension strategies (EEF +7 months) Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition (EEF +4 months)	2,4
Scholastic Book Fair £50 book token for each child in receipt of pupil premium funding to choose and buy news books to have at home.	'Parents said they were buying fewer books and educational devices for their children as a result of the cost-of-living crisis'. National Literacy Strategy (2023)	4
Teaching Assistants provide targeted interventions to children in receipt of pupil premium funding.	Teaching Assistant Interventions (EEF +4 months)	1,2,3,4,5
School Library Service	'Libraries and School Library Services hold considerable resources – working pro-actively with schools can ensure these are used most effectively to inspire and support children and young people.' National Centre for Family Learning	1,2,4,5

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

Budgeted cost: £3,767

Activity	Evidence that supports this approach	Challenge number(s) addressed
Free Breakfast Club to provide care and support for families and maintain positive attendance.	'Providing free or reduced-price meals may remove a barrier to school engagement for economically disadvantaged pupils.' (EEF Rapid Evidence Assessment , 2024)	1,3
Residential and curriculum-linked trips – all children to be included.	Inclusive ethos within school – all children are given opportunities to participate in extra-curricular activities. 'Through participation in challenging physical and emotional activities, outdoor adventure learning interventions may support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.' (EEF Outdoor Adventure Learning Toolkit)	1,2,3,4,5
Children in receipt of pupil premium funding receive free milk and fruit during the school day.	Supporting health and wellbeing for all children.	1
OPAL provision across both sites.	Play-based Learning (EEF +4 months)	1,3

Total budgeted cost: £ 31,391

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

In our school, disadvantaged children are supported through a range of high-quality interventions and resources in order to reach their full potential and achieve success.

Our data shows that interventions in phonics, reading, writing and maths were impactful. 100% of our disadvantaged children passed the phonics screening in Year 1 in 2024. At the end of key stage 2, 50% of our disadvantaged children met the expected standard for reading, writing and maths.

OPAL – Platinum Award achieved, Summer 2025. Well- established across both school sites, positive impact on children's physical health and mental wellbeing.

End of KS2 statutory assessments for maths and reading – all children in receipt of pupil premium funding achieved the expected standard. These children benefitted from small group maths and reading interventions, in addition to whole class provision.

Regular termly and half-termly pupil progress meetings (held with the Headteacher, SENCO and teaching staff) allow time for discussion regarding progress for individual children and planning for next steps.

The school provides many enrichment opportunities free of charge for pupil premium children or heavily subsidised opportunities.

Externally provided programmes

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

Programme	Provider
CPOMS	Raptor Technologies
Accelerated Reader	Renaissance Learning