

Pupil Premium Strategy

Reepham Church of England Primary School 2025-26

Pupil Premium Strategy Statement 2025-26

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	196
Proportion (%) of pupil premium eligible pupils	11%
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)	2024-25
Date this statement was published	Nov 2025
Date on which it will be reviewed	Nov 2026
Statement authorised by	Amy Jackson
Pupil premium lead	Donna Bradbury
Governor / Trustee lead	Revd. Jess Bellshaw

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (24-25)	£23680 £2570 (LAC-1) Total £26250
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£1659 £2530 (LAC) Total £4189
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>	£27270

Part A: Pupil Premium Strategy Plan

Statement of intent

Our core purpose, underpinned by our school's vision "Be Known. Be Loved. Belong.", is to ensure **every** child at Reepham CofE Primary School thrives and flourishes, experiencing the richness of life in all its fullness (John 10:10).

We are committed to an inclusive and nurturing environment where every child, regardless of their backgrounds needs or abilities feels valued, understood, and a sense of belonging.

The intention of our Pupil Premium Strategy is to provide targeted, evidence-based support to overcome barriers to learning and progress for our disadvantaged pupils. We aim to diminish the difference between the attainment of our disadvantaged pupils and their non-disadvantaged peers nationally, ensuring every individual reaches their full potential.

We will achieve this through a tiered approach:

Tier 1: High-Quality Teaching and Learning (Be Known & Loved)

- **Intent:** To ensure every classroom provides a stimulating and supportive learning environment where quality first teaching is a daily experience. We believe high-quality teaching is the most effective tool for improving outcomes for all pupils and the primary driver for closing the attainment gap.
- **Focus:** Pupils will "be known" to their teachers and they will understand their individual learning needs, providing a responsive curriculum that addresses any gaps in knowledge and skills. We will use evidence from the Education Endowment Foundation (EEF) and other reliable sources to inform our pedagogical approaches.

Tier 2: Targeted Academic Support (Be Known & Belong)

- **Intent:** To address specific learning gaps identified through robust assessment.
- **Focus:** We will provide precise, evidence-informed interventions, such as small group or one-to-one intervention, for pupils who require additional support. This ensures pupils feel they belong to a community that is invested in their academic success and is responsive to their unique challenges.

Tier 3: Wider Support & Enrichment (Be Loved & Belong)

- **Intent:** To address non-academic barriers to learning, such as attendance, well-being, and access to enriching experiences.
- **Focus:** Our pastoral care will ensure every child is loved and supported in their emotional and social development. We will ensure disadvantaged pupils have equal access to a range of extracurricular activities, educational visits, and opportunities to develop cultural capital, so they belong fully to the life of the school and community.

Overall Commitment:

We are committed to the principle that all staff are responsible for the outcomes of disadvantaged pupils. We will regularly review and evaluate the impact of our Pupil Premium Strategy, making adjustments where required to ensure maximum effectiveness. Our ultimate goal is to nurture happy, confident, and successful young people who leave our school prepared for the next stage of their lives.

Challenges

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

Challenge number	Detail of challenge
1	Low numbers of disadvantaged pupils mean we have to be careful with data trends. We need to look at individual children's needs and attainment. Annual review of strategy may not show the full impact.
2	Disadvantaged pupils across the school do not achieve as highly as non-disadvantaged pupils. Assessments, observations and discussions with Pupil Premium pupils indicate a need to help bridge the gap in EYFS, Phonics screening, Multiplication and other end of year assessments.
3	There has been an increase in disadvantaged pupils due to changing demographics of the school. Some of our families possibly do not have as much income and we need to be mindful and sensitive to this.
5	Attendance for all pupils, including those in receipt of Pupil Premium is an area that school continues to monitor and support.

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 ensure all pupils are Known	<p>We make sure that all our pupils and their families are known as <u>individuals</u> so we cater for their individual needs.</p> <ul style="list-style-type: none"> • Children will have care before and after school club where needed. • Children and their families will have the opportunity to share any worries and/or concerns with our pastoral team to minimise the impact on their learning and well-being. • Children with emotional, social and behavioural difficulties will be increasingly calm, settled, integrated and ready to learn. • Children's interests and hobbies will be known to help engagement with their learning and development. • TAs and Class Teachers know who their disadvantaged children are and what their next steps in learning are so we can ensure they thrive at Reepham. • The progress and attainment of our disadvantaged pupils will be closely monitored, with a spotlight on our most disadvantaged during pupil progress meetings and monitoring activities (such as learning walks, book looks etc.)

<p>To ensure all pupils are Loved</p>	<ul style="list-style-type: none"> • Every child in our school is loved. Because we love every child, we will ensure their needs are met and they can thrive academically, socially, emotionally and spiritually. • We will rigorously monitor and aim for our disadvantaged pupils to achieve as well as their peers. • There is a mastery approach to teaching all curriculum areas in place. • Children will be learning alongside their peers across the curriculum. • Children will see modelling as a teaching strategy to support their learning. • Increased training for staff in curriculum areas and pupil needs (including SEND). • Children will have increased adult support where needed. • Children will be supported to thrive and achieve the best learning outcomes possible. • There is an extensive range of enrichment activities and clubs on offer for our children. We will monitor the participation and impact of these clubs for our disadvantaged pupils.
<p>To ensure all pupils feel included and that they Belong</p>	<ul style="list-style-type: none"> • Children will have improved attendance to ensure they are ready to learn in school. • Children will be in correct uniforms to ensure feel part of the community and that they belong. • Children will be fed, healthy and ready to learn. • Staff will engage with parents so they are supportive of the school and see school as a place for support. • Children will have access to clubs and events. • Children will take part in activities beyond school life to enhance their growth and well-being. • Children will be offered the opportunity to play a musical instrument, attend residential visits or day trips, and attend a school club. • Children will be encouraged to join in with all aspects of school life. • Children with Service parents will be invited to participate in our 'Forces Friday Community Group' • Children, as well as their families will be checked upon regularly throughout the year believing that we can tailor any support needed.
<p>To ensure all pupils Thrive</p>	<p>We want children to be regulated, mentally and emotionally ready to learn and to <i>be their best self</i>.</p> <ul style="list-style-type: none"> • Phonics and reading interventions will be a priority to ensure reading is not a barrier to learning. • EYFS will be a priority area to ensure all children get the <i>Best Start in Life</i>. • Foundational skills will be a focus so children have the skills they need to flourish. • Teachers and TAs will make adaptations for children to ensure they can achieve and thrive, regardless of their backgrounds, needs or abilities. • Children will be 'secondary ready' when they leave us - emotionally and academically ready. • Children will be nurtured and ready to learn!

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: £21280

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>All staff will have training and updates regularly in counselling, anxiety, trauma informed practice.</p>	<p>Evidence suggests that emotional, social and behavioural interventions can produce significant improvements in academic performance along with a decrease in problematic behaviours. Metacognition and self-regulation skills support the reduction of overwhelms and anxiety where children experience emotional, social and behavioural difficulties .Interventions are based upon learning strategies to relax and manage difficult days and learning as well as reflecting upon difficult days once calm. The EEF toolkit reports that in ‘Improving Social and Emotional Learning’ there are 5 main areas of learning and skills: Self-awareness, Self-management, Social awareness, Relationship skills and Responsible decision making. At the academy we work on some of these elements in whole class provision, some in smaller groups and others on a 1-1 basis.</p>	<p>2, 4</p>
<p>Pupil Premium champion release time to monitor engagement of vulnerable pupils with the curriculum/ impact of interventions... and feedback/ disseminate information to staff.</p> <p>Release time also for Local Cluster meetings and training.</p> <p>Cluster Meetings for Headteacher and SENDCo</p>	<p>EEF implementation shows this: improves teaching quality, leads to higher pupil attainment and improves staff retention and moral. This works best when coaching time is planned and protected.</p> <p>EEF Schools guide to implementation recommends ongoing professional development with monitoring and adaptive strategies.</p>	<p>1 , 2 , 4</p>

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

Budgeted cost: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Feedback used to inform planning for SENCO.</p> <ul style="list-style-type: none"> > Pre-teach interventions in class > Responsive Feedback training for teachers (specifically use of writing assessment as a priority for vulnerable pupils) > Pupil Premium Champion released to consult with parents and pupils. 	<p>TAs and CTs know who their PP children are and what their next steps in learning are.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p> <p>Pre-teach and post-teach strategies.</p> <p>This reduces cognitive loads and improves confidence and lesson participation.</p>	<p>1, 2, 4</p>
<ul style="list-style-type: none"> >Number stacks math's support Increased TA support for certain pupils to ensure they can access the core curriculum. >Lexia Reading program for 1-to-1 delivery using technology- all PP accessing >Provision of iPads to support off site learning 	<p>School Purchases accredited online learning resources to support children's learning in school and at home. This includes, but not limited to, Lexia, TT Rockstars and Numbots.</p> <p>Off-site learning: 'Whilst we cannot generalise, it is assumed that disadvantaged pupils are less likely to have the home resources to support online learning. It is therefore important that whilst we maintain home learning through our homework provision in case of school closure we also offer families the equipment to support it. Inequalities in Home Learning and Schools' <i>Remote Teaching Provision during the COVID-19 School Closure in the UK</i></p> <p>https://pmc.ncbi.nlm.nih.gov/articles/PMC9618914/</p>	<p>1, 2,</p>

<p>>To provide enhanced Quality First Teaching through targeted use of Teaching Assistants within the classroom and assessments.</p> <p>>The breadth of provision provided by TAs continues to be developed.</p> <p>> To be committed to ensuring that all staff have the skills to support children as needed.</p> <p>>CPD continues to ensure that staff have received recent training in teaching phonics, Mastery style Maths, Oracy, Metacognition and Questioning, Active Spelling/Grammar training, Supporting children with Autism, ADHD and Dyslexia.</p> <p>>Where there are sustained barriers to learning, the possibility of diagnostic assessments by the Specialist Teaching Team or other professionals is explored by the SENCO and appropriate staff.</p>	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher/TA is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p>EEF report: <i>Best use of teaching assistants to support the graduated approach:</i> https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants support children in class working with the teacher, small groups and 1-1 interventions</p> <p><i>Metacognition & Self Regulation @</i> https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>The development of a learner’s meta-cognitive skills and ability to self-regulate and monitor learning and progress have been found to have ‘consistently high levels of impact. We aim to develop these skills through Quality First Teaching but acknowledge that some children need additional support in developing the skills and using the tools to carry this out successfully.</p> <p><i>‘Moving forwards and making a difference’</i> recommendations from the EEF focuses on 5 key elements: Explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping and using technology. https://researchschool.org.uk/durrington/news/moving-forwards-making-a-difference-a-summary Staff working in classrooms are able to plan for and demonstrate these.</p>	<p>1, 2, 4</p>
--	---	----------------

EEF Five a Day:

https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/send/Five-a-day-poster_1.1.pdf?v=1733925547

Example, related to attendance



Budgeted cost: £933

Activity	Evidence that supports this approach	Challenge number(s) addressed
----------	--------------------------------------	-------------------------------

<p>Support to get families back into work:</p> <ul style="list-style-type: none"> >Volunteer/ trainee places to be considered within this framework. 2 families currently supported this way. >Breakfast & After school club provided free to enable parents to work different shift patterns. 	<p>Working positively with families has been shown that this can lead to positive outcomes for not only the children, but the family as a whole.</p> <p>Breaking down the barriers for parents to go back to work will not only help the family financially, but also help with confidence and direction for the parent.</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/supporting-parents/EEF_Parental_Engagement_Guidance_Report.pdf?v=1762875129</p>	3 , 4
<p>After School Club participation:</p> <ul style="list-style-type: none"> >School inhouse clubs to be subsidised 50% (sports including football, netball and craft clubs) >Book and Biscuit Club 	<p><i>'Equal opportunities Extra-Curricular Activities, Soft Skills and Social Mobility 2019'</i> indicated the value of extra-curricular activities in terms of their positive impact on achievement, attendance at school, soft skills, as well as the development of other personal attributes such as independence and persistence.'</p>	3 , 4
<p>Pastoral support:</p> <ul style="list-style-type: none"> >Counselling Service used when required. 	<p>We employ a part time learning mentor to support children with their mental health and well-being. The learning mentor provides support for children and families, which may include counselling or working with the SENDCo to sign post to outside agencies.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	3 , 4
<p>Behaviour Resources:</p> <ul style="list-style-type: none"> >Access to Breakfast club to ease transitions into school. >Counselling and Self Esteem training for staff. > Attendance 	<p>School has a named attendance admin to support children's attendance where needed.</p>	3 , 4
<p>Parental Engagement</p> <ul style="list-style-type: none"> >Release of Pupil Premium Champion to work with parents. >Coffee mornings and parent catch-up sessions >Stationary and reading resources for pupils to use at home, develop a love of learning. 	<p>Sumo sessions put on for all parents, especially PP parents and will be invited.</p> <p>The SUMO course gives support and advice for parents about their child's wellbeing and behaviour. It gives advice on how to help their child and their family.</p>	2 , 3 , 4
<p>Trips and Outdoor Learning:</p> <ul style="list-style-type: none"> > Access to inspirational school trips to motivate and work with peers. >Enrichment planned into a broad and balanced curriculum. 	<p>Children have been able to access and experience school trips, including upper KS2 residential trips</p> <p>Careful pre-planning of trips including pre-visits and sharing of visuals and other information with pupils.</p> <p>Clear behavioural expectations</p>	2 , 3 , 4

<p>Music tuition >Children to have interests met and stay positive at school. Access to experiences not usually available. > Children have the opportunity to work with Rock Steady and Mr Williams.</p>	<p>Research published by Learning Away, February 2017 'Brilliant Residential and their impact on children, young people and schools' found that residential trips have a wide range of positive social and learning outcomes including the development of a sense of community through the experience of living with others; further more resilience, self-confidence and well-being all improved and transition experiences were 'smoothed'.</p>	
<p>Uniform and clothing: >Additional uniform is an area we have seen grow over the last term including shoes. >Sports equipment to access after school provision both in and out of school. >Suitable outdoor clothing for both in school and beyond school use. Sun cream and water bottles and sun hats. Additional food: >Daily breakfast and snacks on top of FSM. >Daily milk to be offered.</p>	<p>Maslow's hierarchy of needs applied to education: https://brooksandkirk.co.uk/understanding-maslows-hierarchy-of-needs-in-education/</p>  <p>The diagram is a pyramid divided into five horizontal sections, each representing a level of Maslow's hierarchy of needs. From top to bottom, the sections are: 1. SELF-ACTUALIZATION (purple): morality, morality, spontaneity, acceptance, experience purpose, meaning and inner potential. 2. SELF-ESTEEM (green): confidence, achievement, respect of others, the need to be a unique individual. 3. LOVE AND BELONGING (yellow): friendship, family, intimacy, sense of connection. 4. SAFETY AND SECURITY (orange): health, employment, property, family and social ability. 5. PHYSIOLOGICAL NEEDS (red): breathing, food, water, shelter, sleeping, sleep.</p>	<p>3 , 4</p>

Total budgeted cost: £24213

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Statutory Assessments-	Reepham	Lincolnshire	National
Year 6 SATs (29 children) Reading – percentage achieving the expected level or above.	83% PP Children - 75% Non-PP Children 76% all children	72% of all children	75% of all children
Year 6 SATs (29 children) Writing – percentage achieving the expected level or above.	83% PP Children - 79% Non-PP Children 77% all children	Not explicitly available	72% of all children
Year 6 SATs (29 children) Maths – percentage achieving the expected level or above.	67% PP Children - 87% Non-PP Children 84% all children	Not explicitly available	74% of all children
Year 6 SATs (29 children) GPaS – percentage achieving the expected level or above.	67% PP Children - 92% Non-PP Children 87% all children	68% of all children	74% of all children
Year 6 SATs (29 children) Achieving the expected standard in Combined score in Reading, Writing and Maths.	67% PP Children - 71% Non-PP Children 70% all children	% of all children Not explicitly available	62% of all children

Statutory Assessments-	Reepham	Lincolnshire	National
<u>EYFS Achieving Good Levels of Development</u> 18 Children 1 PP	0% PP Children -	Not explicitly available	69% of all children
	72% all children		
<u>Phonics Screening Check</u> 30 Children 1 PP 1 LAC	100% PP Children -	Not explicitly available	81% of all children
	96% all children		
<u>Year 2 SATs (RWM combined)</u> 29 Children 1 PP 1 LAC	0% PP Children -	Not explicitly available	59% of all children
	55% all children		
<u>Year 4 Multiplication Tables</u>	75% PP Children -	Not explicitly available	37% of all children got 25/25
	55 % all children got 25/25		

End of year Assessments for rest of school.	Reading Expected or above.	Writing Expected or above.	Maths Expected or above.
Year 1 2 PP Children	100% of PP Children	0% of PP Children	0% of PP Children
	86% of non-PP Children	89% of non-PP Children	86% of non-PP Children
Year 2 2 PP Children	50% of PP Children	0% of PP Children	50% of PP Children
	71% of non-PP Children	64% of non-PP Children	75% of non-PP Children
Year 3 3 PP Children	67% of PP Children	33% of PP Children	67% of PP Children
	81% of non-PP Children	59% of non-PP Children	63% of non-PP Children
Year 4 3 PP Children	67% of PP Children	67% of PP Children	67% of PP Children
	93% of non-PP Children	85% of non-PP Children	93% of non-PP Children
Year 5 4 Pupils	75% of PP Children	75% of PP Children	75% of PP Children
	92% of non-PP Children	65% of non-PP Children	81% of non-PP Children
Combined	71% of PP Children	43% of PP Children	57% of PP Children

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
Counselling	Mo Watson
Need Bright Solutions	Anna Needham
Relaxation and Mindfulness	Kirsty Solari
Music Lessons	Scott Williams Lincolnshire Music Service Rock Steady Band
Physical Education	Lincoln City Foundation