Pupil Premium strategy statement – Rode and Norton St. Philip First School Federation 2025-2026

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 (Oct 25 census)	72 Rode|55 NSP Total 127
Proportion (%) of pupil premium eligible pupils	10 Rode (14%)|4 NSP (7%)
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	1.1.26
Date on which it will be reviewed	31.12.26
Statement authorised by	Georgina Muxworthy, Headteacher
Pupil premium lead	Georgina Muxworthy
Governor / Trustee lead	Valerie Parker

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£15,150
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	£15,150

Part A: Pupil premium strategy plan

Statement of intent

Our Federation consists of two schools. We receive separate PPG allocations for each school but run one budget and one School Development Plan. We employ staff across both schools and combine allocations to achieve maximum benefit to the greatest number of pupils. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment 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. In making provision for Pupil Premium pupils, we recognize that not all pupils in receipt of free school meals will be low achieving. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support, usually English, Maths, language development and social skills. 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. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

To ensure support is effective we will:

- ensure disadvantaged pupils are challenged in the work that they are set

- use accurate assessments to identify need and act early to intervene at the point need is identified

- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge number	Detail of challenge
1	Social and emotional experiences affecting children's behaviour and learning focus
2	Children's lack of vocabulary and oracy skills impacting on their ability to express their knowledge and ideas

3	Children's poor transcription skills affecting quality and quantity when writing
4	Children's ability to write impacted by inability to segment and blend phonic sounds
5	Emotional and mental wellbeing – lack of resilience
6	Access for all children to extra-curricular activities and cultural/arts input

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
1. All children feel safe, supported and ready to learn in school and are able to self-regulate	• Boxall profiles will improve following ELSA intervention. Children better able to deal with trauma and anxiety
2.Younger children will improve their social skills and use of language, filling gaps	• Children speaking in fluent sentences • Children able to turn-take and share • Children can explain their understanding and subject knowledge
3.Children's writing will improve across all age groups, to include fluent handwriting, joined from year 3, improved transcription skills, more correct spellings	• Increased number of children will reach age-expectations in Writing • Children learn to write with correct letter formation and joins • Children write less but higher quality
4.Children are confident to blend and segment phonic sounds when reading and writing	• Increased number of children meeting ELG in reading and writing at end of Reception year • Increased number of children passing year 1 phonics test compared to number achieving reading ELG in previous year
5.Children have a positive self-image and improved emotional and mental well-being, so they are ready to learn, increased learning outdoors	• All children engaged in their learning and decrease in low-level disruptions • Pupils to have a sense of emotional maturity • Pupils better able to maintain friendships • Pupils to take risks in learning and cope with challenges (all evidenced through Boxall profiles) • Children on lower income have the same high-quality uniform as others and are indistinguishable

6.All children benefit from access to after-school clubs, trips, year 4 residential, musical instrument tuition and sports activities.	• All PPG children access at least one extra-curricular club All year 4 children are able to attend to Mill on the Brue residential week

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: £10,024

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extra T.A support in year R, 1 and 2 classrooms to develop vocabulary and speech	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	2,3,4
Outdoor curriculum lessons for years R-4	Education Endowment Arts Participation/Aspiration research https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/aspiration-interventions	2,6,
Cost of experienced ELSA practitioner	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): https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	1,5,

CPD on the new Writing Framework and dictation (whole staff INSET) Purchase of ULS Handwriting scheme	High-quality first teaching for all children has a strong impact for low cost. Teachers are well-trained in the latest techniques for the teaching of spelling and handwriting.	3,4

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

Budgeted cost: £3,026

Activity	Evidence that supports this approach	Challenge number(s) addressed
Extra T.A small group and individual phonics support	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	2,3,4
Daily language intervention 'Talk Boost' in small groups for YR + Y1	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	2,3,4
1:1 Spelling Detectives and ILI writing interventions	Strong evidence that one to one tuition and teaching assistants deployed to deliver targeted interventions has a time-effective impact.	3,4

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

Budgeted cost: £450

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA Intervention for children with social and emotional challenges	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): https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	1,5,
Funding used to subsidise PP children's access to Year 4 residential, trips, extracurricular activities in drama, dance, art, football, singing and individualised musical instrument tuition	Education Endowment Arts Participation research https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation Extended school day research https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time	1,5, 6,
Funding used to subsidise PP children's access to uniform and school shoes.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/school-uniform	1, 6,
Funding used to buy resources for breakfast club which encourages children into school	Extended school day research https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/extending-school-time	1,5,6

Total budgeted cost: £ 15,150

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Our internal assessments during 2024/25 suggested that the performance of disadvantaged pupils, similarly to all pupils, remained strong, particularly as Writing is always the lowest scoring area out of Reading, Writing and Maths.

75% of year one PP children were at ARE in writing by the end of the year, compared to 87% of all year one children. 100% the year one PP children passed the year one phonics screening. 80% of year 3 PP children were at ARE in Writing compared to 70% of all year 3 children, so PP children performed better than their peers in writing.

79% of pupil premium children across the whole school met age-related expectations in Writing by the end of the year, compared to 80% of all children. EAL children performed in line with their peers. 50% of the Pupil Premium children who were also EAL children were at age-related expectations in Writing. NFER tests are now used across the school to gain an accurate picture of children's strengths and weaknesses in Spelling, punctuation, grammar and reading. T.As carry out effective interventions which are monitored for impact by the SENCO.

We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. Short ELSA interventions were effective.

Pupil Premium children were well-represented in enrichment activities including the year 4 residential.

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
ULS Handwriting scheme	Unlocking Letters and Sounds

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**
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 funding.