Pupil premium strategy statement 2026-2027

This statement details our school's use of pupil premium (and recovery premium for the 2026 to 2027 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Putnoe Primary School
Number of pupils in school	
Proportion (%) of pupil premium eligible pupils	
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	Year 3 of 3
Date this statement was published	September 2024
Date on which it will be reviewed	September 2027
Statement authorised by	Simon Petch
Pupil premium lead	Kirsty Durrheim
Governor / Trustee lead	Donna Neely-Hayes

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	188 children x £1550 £291,400
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	n/a
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	£291,400

Part A: Pupil premium strategy plan

Statement of intent

Children should reach their full potential, and that any child who faces disadvantage of any kind, should have any barrier they may face removed so that they can succeed. Our school prides itself in using the additional funding we receive to enhance the curriculum and provision in school for children who may face a challenge when learning. It is understood that every child is unique and will have their own individual needs, which may vary during their time at school. Children are spoken to about their dreams and ambitions, and strategies are put in place to help them achieve them.

The ultimate aim for the children eligible for pupil premium funding is for their attainment in core subjects to be in line with children who are not eligible for pupil premium funding. It is known that children who are classed as disadvantaged may face a variety of challenges that impact negatively on their academic outcomes. The plans we have made try to address each of these challenges individually so that we can put in measures to overcome these, ultimately leading to improved attainment for our children that are eligible for pupil premium funding.

Excellent quality first teaching in the most important aspect of improving outcomes and education for all children. Every child has an effective teacher, who are provided with the relevant training and resources to help them to implement an excellent learning experience for all learners. The effectiveness of teaching is monitored regularly and support staff are deployed according to need.

Specialist staff are employed, who work with children that have unique needs and who require a level of specialist support. Our school also have a team of well-trained teaching assistants, who work under the teachers' direction to help children to fill gaps in learning and to catch up if they are not keeping up with the content and pace of the curriculum.

The needs of children extend far beyond their academic strengths and weaknesses. We know that families supporting the child are the biggest factor that influence the child's access to education. Therefore, we work closely with families who may be needing additional support. Children are given equal access to extra-curricular opportunities, and can continue to develop their cultural capital to better access academic learning.

Challenges

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

Challenge number	Detail of challenge
1	**Parental engagement with academic education of their children shows some limitations** Homework is not always completed by all children Books are not consistently available in all households Some families have negative experiences of education themselves, and work is required for them to build positive relationships with our school
2	**Attendance and punctuality** Not all families prioritise attending school regularly and punctually. Children and parent/carers' physical and mental health, taking holidays and punctuality are all contributing factors.
3	**Under-developed language, vocabulary and communication skills** Baseline data on entry to the school shows that some children have weak development and understanding of, and use of, language and vocabulary leading to under-developed communication skills. This leads to limitations on their access to the curriculum and also on their social communication with others.
4	**Attainment up to, and including, end of Key Stage 2** Children eligible for Pupil Premium do not attain as highly as their non-Pupil Premium peers. This group has not consistently attained higher than national averages for this group.
5	**Lack of opportunity** Many of our children have limited experiences of clubs and may not be able to afford specialist instruction therefore musical, physical and theatrical talent may go unidentified.
6	**Gaps in knowledge in the curriculum** For a range of reasons, including absence from school, conceptual understanding is not always developed consistently and can lead to gaps in learning.
7	**SEMH needs impact on access to core learning** Some children's SEMH profiles inhibits their ability to behave appropriately in the school environment. Due to their SEMH needs, some children find it difficult to access the academic curriculum.

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 parents to be supported to support their children's emotional and academic learning.	*The number of children regularly completing homework will increase.* *All children will have books at home.* *Parents that are asked to engage with our family support worker do so and feel as though the support has helped.* *Parent consultation evenings will be attended by 100% of parents.* *Support for families is accessed quickly (through Triple P and the local offer).* *All children will be fed appropriately (food banks will be accessed, free school meals promoted, free breakfast if needed) each day.*
For children to develop the learning behaviours to fully engage in the school curriculum, and develop social and emotional skills to be resilient learners and members of the community.	*Negative behaviour incidents for children eligible for pupil premium will reduce.* *BOXALL scores will improve for children that have identified SEMH needs.* *Children will know the values and what they mean.*
For children to be able to fully articulate themselves at a level that enables them to fully access Year 6 SATs papers and conduct themselves effectively as member as the school community.	*Levels of attainment for disadvantaged children will improve and be in line or above national expectations in Reading, Writing, Maths and Spelling, Punctuation and Grammar at KS2. Attainment in other year groups will be on track to achieve this by the time the cohort reaches year 6.* *Blanks level assessments for our Early Years children will show accelerated progress, so that their vocabulary and language development is in line with what is expected for their age.* *GLD is in line with national average.* *Year 1 phonics data above national average.*
For children to have opportunities that develop their cultural capital so that they are able to better access the curriculum and be aware of the opportunities available to them in their future lives.	*All children will attend school trips and visits. Children will engage in extracurricular clubs that are of interest to them, and there will be no disparity between the numbers of children attending that are eligible for Pupil Premium or not eligible.* *Opportunities available outside of school will add to children's cultural capital; they will better understand topics taught in school, particularly when reading books in English lessons and across the wider curriculum.* *All children will meet an athlete.*
To improve attendance and punctuality.	*Attendance and punctuality when arriving at school will improve.* *Attendance for children eligible for Pupil Premium funding will be above national average for this group.*

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: £ 115,303

Activity	Evidence that supports this approach	Challenge number(s) addressed
Spelling Shed, Times Table Rockstars and Numbots	£1 + 5 months additional progress Homework | EEF (educationendowmentfoundation.org.u k) Including subscription costs to: Spelling Shed Times Table Rockstars Numbots	1
Vocabulary and language Focus – training for staff. This will be taught explicitly in English lessons with strategies used across the school.	Effective Professional Development | EEF (educationendowmentfoundation.org.u k) With a focus on: - High quality adult and child interactions - Modelling effective communication - Phonics / class novels balance - Purpose for writing - Phonics workshop for parents - Phonics assessment - Phonics interventions - Phonics training	3
Library sessions for specific groups World book day, pupil magazines, National Literacy Trust.	Librarian School Libraries Impact Studies – Library Research Service (lrs.org)	3 / 4

Reading and writing for real purposes to help engage reluctant readers/writers.	Improving-Literacy-in-KS1-EEF-GuidanceReport.pdf (schooltransition.co.uk) https://d2tic4wvo1iusb.cloudfront.net/ee f-guidance-reports/literacyks2/KS2_Literacy_Guidance_2017.pdf https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1000986/Reading_framework_Teaching_the_foundations_of_lit eracy_-_July-2021.pdf Recommendation 4 – purpose and audience are central to effective writing; children need a reason to write. See writing action plans for more details	4
Author visits to widen aspirations.	Department for Education (publishing.service.gov.uk) Library plan of authors to visit specific year groups throughout the year	4 / 5
Training for teaching assistants on PP/school priorities	Effective Professional Development | EEF (educationendowmentfoundation.org.u k) Use EEF 'effective use of TA document' to guide training and focus for sessions.	4
Gap identification and planned interventions, delivery by teaching assistants	Pupil progress meetings to influence interventions and focus for the coming term	4
Monster phonics resources and training for teachers and teaching assistants	Improving Literacy in Key Stage 1 | EEF (educationendowmentfoundation.org.u k) £1 +5 Recommendation 3 – effectively implement a systematic phonics programme The reading framework - teaching the foundations of literacy (publishing.service.gov.uk)	4
Engagement with Voice 21	Oral language interventions | EEF (educationendowmentfoundation.org.uk) £1 +6 Dialogic_Teaching_Evaluation_Report.pdf (d2tic4wvo1iusb.cloudfront.net)	3

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

Budgeted cost: £ 106,253

Activity	Evidence that supports this approach	Challenge number(s) addressed
Oral language interventions	£1 + 5 months additional progress Oral language interventions | EEF (educationendowmentfoundation.org.uk) Speaking up: The importance of oracy in teaching and learning - impact.chartered.college Speak for Change Inquiry - report launched April 2021 | Oracy APPG (inparliament.uk) Intervention start with targeted children in Reception and Year 1 from January 2025	3
Speech and Language specialist teaching assistant.	As above	3, 8
TA interventions	£3 + 4 additional months progress Making Best Use of Teaching Assistants |	4
Teaching assistant in every class	Making Best Use of Teaching Assistants | EEF (educationendowmentfoundation.org.uk)	all

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

Budgeted cost: £ 70,112

Activity	Evidence that supports this approach	Challenge number addressed
Children having access to appropriate books at home	reading_for_pleasure.pdf (publishing.service.gov.uk)	1
Family worker employed	https://www.gov.uk/government/publications/keepingchildren-safe-in-education--2 Working together to safeguard children - GOV.UK (www.gov.uk)	1
Parental workshops – parents feel supported with academic and parenting skills	Working with Parents to Support Children's Learning | EEF (educationendowmentfoundation.org.uk)	1
Staff to become better informed about social and emotional development needs (trauma, BOXALL).	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/primary-sel	1
Increased access to devices for homework and independent learning	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	1
Provide food so that children are not hungry – breakfast club, after hours club, food parcels, snacks at break time to KS2 children	We receive some food from local shops and there is minimal staffing time to order and collect this.	1, 4
Attendance officer to work alongside families + refer to family support as needed to improve attendance and punctuality. Work to identify the main barriers and develop	Attendance officer Clear identification of persistent absentees, home visits to encourage good attendance Quick referral to family support worker and early identification of children not in full-time compulsory education Quick referral to EWO for support	2

strategies to overcome them.		
Access to extracurricular activities – music, sports	Developing wider cultural capital so that children are better equipped to access lessons, particularly in English.	5
Higher focus on roles and responsibilities around school	To build confidence. To improve speaking and listening skills. To raise aspirations.	7
Provide clothing for children who do not have it – sense of community, belonging and pride	No cost as uniform is donated and second hand	7

Total budgeted cost: £ 291,668

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2025 to 2026 academic year. End of Key Stage 2 outcomes as follows:

2025-2026	Putnoe (all children)	Putnoe (non Pupil Premium)	Putnoe (pupil premium)	National All / PP
Reading	74% (% GDS) At national	80% (20% GDS)	53% (13% GDS) Below national	75% (31% GDS) / 63%
Writing	69% (% GDS) Below national	76% (7% GDS)	67% (0% GDS) Above national	73% (13%) / 60%
Maths	71% (% GDS) Below national	77% (21% GDS)	47% (13% GDS) Below national	74% (27%) / 62%
SPaG	73% (25% GDS) At national	84% (24% GDS)	40% (27% GDS)	74% (30%) / 60%
Combined	60% (5% GDS) Below national	64% (7% GDS)	33% (0% GDS) Below national	63% (9% GDS) / 49% (4% GDS)
2024-2025	**Putnoe (all children)**	**Putnoe (non Pupil Premium)**	**Putnoe (pupil premium)**	**National All / PP**
Reading	74% (22% GDS)	84% (31% GDS)	63% (13% GDS) At national	75% (33% GDS) / 63%
Writing	69% (3% GDS)	77% (6% GDS)	60% (0% GDS) Above national	72% (13% GDS) / 59%
Maths	71% (21% GDS)	84% (29% GDS)	55% (13% GDS) Below national	74% (26% GDS) / 61%
SPaG	60% (2% GDS)	86% (35% GDS)	50% (18% GDS) Below national	62% (8% GDS) / 59%
Combined	70% (27% GDS)	73% (4% GDS)	40% (0% GDS) Below national	73% (30% GDS) / 47%
2023-2024	**Putnoe (all children)**	**Putnoe (non Pupil Premium)**	**Putnoe (pupil premium)**	**National All / PP**
Reading	73%	82%	61% (-21% gap- closing) At national	74% / 62%
Writing	71%	75%	66% (-9% gap - closing) Above national	72% / 55%
Maths	76%	82%	68% (-14% gap) Above national	73% / 59%
Combined	62%	66%	56% (-10% gap) Above national	60% / 45%
2022-2023	**Putnoe (all children)**	**Putnoe (non Pupil Premium)**	**Putnoe (pupil premium)**	**National All / PP**
Reading	75%	87%	61% (-26% gap) Above national	73% / 60% (+1%)
Writing	72%	87%	55% (-32% gap) Below national (58%)	71% / 58% (-3%)
Maths	82%	92%	70% (-12% gap) Above national	73% / 59% (+11%)
Combined	67%	79%	52% Above national	60% / 44% (+8%)

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England