

<u>Pupil Premium strategy 2024 - 2025</u> Reviewed by	Approved by	Date of Approval	Next Review Date
KAS, ER	LAB	December 25	September 2026

Pupil premium strategy statement 2025 – 2026

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 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	The Pinvin C of E Academy
Pupils in school	206
Proportion of disadvantaged pupils	Years R – 6: 53 = 28.6% Year 7 pupils: 7 children = 12% Total – 60
Pupil premium allocation this academic year	Pupil Premium Primary children - £90,900 Secondary children - £7525 Total: £98, 425
Service children – 3 children	

Academic year or years covered by statement	2025-26
Publish date	December 2025
Review date	September 2026
Statement authorised by	Emma Rose
Pupil premium lead	Kerri-Anne Smith
Governor lead	Trevor Knight

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year 3 Service children	£340 x 2 =£680
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	£98,425 (60)

Part A: Pupil Premium strategy plan

Statement of intent

At the Pinvin C of E Academy, 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. We believe that 'God has plans to prosper, not to harm and to give hope for the future' Jeremiah 29:11 and therefore we want to do the same for all learners.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. 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. 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.

Key principles of our strategy plan:

1. Promote our whole school core values of Joy, Hope, Peace, Love, Forgiveness and Wisdom with all pupils but in particular disadvantaged pupils.
2. Assess the needs of all disadvantaged pupils.
3. Recognise when assessing needs that not all pupils in receipt of FSM will be socially disadvantaged (planning for pupils and support packages on offer) will reflect this.
3. Ensure that the most vulnerable are our priority.
4. Endeavour to close the gap between the disadvantaged and non-disadvantaged pupils.
5. Design and implement an individually tailored extension and support programme that accelerate academic progress
6. Build in pastoral packages that ensure that all basic needs including ensuring that all disadvantaged pupils thrive and enjoy good health and mental well-being (*pupils with the greatest need will be prioritised*)
8. Enrich educational and life experiences through educational visits that are either fully or partly funded through the PPG.
10. Utilise staff strengths so that planned action has the biggest impact.
11. Rigorously and frequently track and review their progress.
12. Work in partnership with parents and external agencies to ensure the best outcomes for disadvantaged pupils.
13. Act early to intervene at the point a need is identified.
14. Adopt a whole school approach where all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.
15. Ensure disadvantaged pupils are challenged in the work that they are set.

Challenges

Challenge Number	Detail of challenge
1	KS2 attainment is below national: PP gap significant
2	Phonics below national: Y1 at 75%, target 80%+
3	Attendance data of disadvantaged pupils suggests that it is lower than non-disadvantaged pupils. Our assessments and observations indicate that this is affecting their progress. Punctuality of disadvantaged children is also weaker than non-disadvantaged.
4	Pupil surveys show that there is not a positive culture of reading: especially for disadvantaged children. This impacts attainment.
5	The cultural capital of our disadvantaged pupils has been reduced further by the challenges created post Pandemic with the current economic crisis and increase in cost of living. We recognise that not all families have the desire and/or ability to access a wide range of cultural opportunities.
6	Statistically there have been more behavioural incidents at unstructured times with PP children. This impacts attainment as it affects learning time. This also impacts the 'push and pull factors' when coming to school.

Intended Outcomes

Intended Outcome	Success Criteria
Improved attainment outcomes in core subjects (reading, writing, maths)	<ul style="list-style-type: none"> - Increase % of pupils reaching expected level for reading, writing & maths both individually and combined. - Increase GLD in EYFS
Lessen the gap between disadvantaged and non-disadvantaged,	<ul style="list-style-type: none"> - End-of-year assessments show disadvantaged pupils making progress.

Improved language and oral/vocab skills especially amongst disadvantaged pupils (focussing on disadvantaged pupils with EAL)	<ul style="list-style-type: none"> - Speech and Language assessments demonstrate improvements - Learning environments will provide pupils with a rich source of vocabulary - Knowledge organisers in pupil books will help to support pupils to confidently use subject specific vocabulary.
Improved attendance levels	<ul style="list-style-type: none"> - Improved attendance levels of PP children - PA reduces across GRT children - Attendance rates for disadvantaged pupils are within 2% of whole-school average. - Punctuality improves
Increased enrichment opportunities for pupils.	<ul style="list-style-type: none"> - Participation rates increase in school trips, residential. - Leadership opportunities for PP pupils through the Junior Leadership Team. - Pinvin Pledge offers children a variety of activities
Improved attitude towards reading	<ul style="list-style-type: none"> - Children speak positively about reading - Library open for children to use - 'Child Librarians employed'
Behaviour improves with less incidents at unstructured times	<ul style="list-style-type: none"> - Less behaviour incidents at social times (track through CPOMS) - Less learning time lost - Children and staff speak positively about playtimes.

Activity in this academic year

Quality Teaching (CPD, recruitment, retention)

Budgeted Cost: £12,000

Activity	Evidence that supports this approach	Challenge Number	Impact to date
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<p>Continue to embed CUSP in English, reading and establish CUSP Science</p>	<ul style="list-style-type: none"> - Evidence-led curriculum structures, such as retrieval, spaced retrieval practice and interleaving. - Underpinned by explicit vocabulary instruction and research-focused pedagogy. - Coherent curriculum design and instructional teaching. - Offers a consistency and therefore a reduction in cognitive load - QFT - Sequences the national curriculum into meaningful and connected 'chunks' of content to reduce cognitive load - Supports working memory - Improving Literacy in Key Stage 2 EEF - Explicitly teaching scientific words that have a double meaning... EEF 	<p>1,4</p>	
<p>CUSP CPD</p>	<ul style="list-style-type: none"> - See CUSP in leading schools to support CPD - Evidence-led curriculum structures, such as retrieval, spaced retrieval practice and interleaving. - CPD focused on evidence-based approaches will ensure teachers use high-impact strategies - Consistency across classrooms - Predictability for children positively impacts learning - Better teaching benefits all pupils - The EEF Guide to the Pupil Premium EEF 	<p>1</p>	
<p>Purchase of phonics books.</p>	<ul style="list-style-type: none"> - High-quality phonics books provide structured opportunities to practise decoding and blending - High quality texts can accelerate progress in early reading. - Boost to confidence and motivation, which are key for sustained progress. 	<p>1,2,4</p>	

	<ul style="list-style-type: none"> - Systematic phonics is one of the most effective strategies for improving early literacy - Books aligned with the phonics scheme ensure consistency and fidelity - EEF Early Literacy 		
Grammarsarus spine to further strengthen teaching	<ul style="list-style-type: none"> - Aligns with the UK National Curriculum, ensuring teachers can easily integrate them into lessons - Tiered materials to support inclusive teaching and scaffolding for disadvantaged learners. - Includes SEND adaptations. - Includes CPD videos and guides for teacher development - Evidence-Based Approach: explicit teaching of grammar in context, which research shows improves writing outcomes. - Supports metacognitive strategies <p>Metacognition and Self-Regulated Learning EEF</p> <p>EEF blog: Moving from 'differentiation' to 'adaptive teaching' EEF</p>	1, 2,	

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

Budgeted Cost: £18,000

Activity	Evidence that supports this approach	Challenge Number	Impact to date
Purchase of Reading Plus and Dreambox maths	<ul style="list-style-type: none"> - Personalised learning intervention. Creates lessons that meet individual needs. 	1	

	<ul style="list-style-type: none"> - Identifies misconceptions and provides targeted practice - Interactive, game-like activities increase confidence - Detailed reports can be used to inform interventions and planning - Introduces new words in context, helping close vocabulary gaps for pupils - Reading Plus gradually increases text complexity to build confidence. - Structured interventions EEF 		
Purchase of Flash Academy	<ul style="list-style-type: none"> - EEF Guidance on Language Development: The Education Endowment Foundation (EEF) highlights that improving oral language skills and vocabulary is one of the most effective strategies for raising attainment among disadvantaged pupils, particularly those with EAL. Digital tools that provide structured vocabulary and language practice can accelerate progress. - Impact of Digital Learning Platforms: Research shows that adaptive, interactive platforms improve engagement and retention compared to traditional methods, especially for learners who need differentiated support. - Closing Attainment Gaps for EAL Learners: Studies indicate that pupils with limited English proficiency are at higher risk of underachievement. Providing targeted language support helps them access the wider curriculum, improving overall attainment and confidence. - Monitoring and Data-Driven Intervention: FlashAcademy® includes progress tracking and analytics, enabling teachers to identify gaps and tailor interventions. 	1, 2	

	<p>Evidence suggests that data-informed teaching leads to better outcomes for disadvantaged learners.</p> <ul style="list-style-type: none"> - Alignment with Ofsted and DfE Priorities: Both Ofsted and the Department for Education emphasize the importance of inclusive strategies and language development for disadvantaged pupils. 		
Precision Teaching:	<ul style="list-style-type: none"> - Qualified staff to deliver short, focused sessions to close specific gaps. - Identifies specific gaps in knowledge or skills and targets directly. - Sessions are short, frequent, and data-driven, which accelerates progress - Focuses on overlearning until responses are automatic, freeing cognitive load for higher-order tasks - Evidence-Based Approach - structured interventions and feedback. <p>Small group tuition EEF</p>	1, 2	

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

Budgeted Cost: £68,000

Activity	Evidence that supports this approach	Challenge number	Impact to date
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Attendance Champion	<ul style="list-style-type: none"> • Attendance champion with 3 hours of release time per week to support and track vulnerable families • Attendance champion has been on the most recent training to ensure compliance and understanding • DSL training as attendance and safeguarding are closely linked • Attendance is celebrated and recognised in Celebration Worship and in individual classrooms to show that it is a high priority • Teacher with dedicated hours to increase attendance working with families to promote being on time and good attendance. Working with the EWS to prevent persistent absence and lateness. • Attendance Matters- A parent's guide 	2, 3,5	<ul style="list-style-type: none"> • Attendance has gone up across the school
Development of school library	<ul style="list-style-type: none"> • School library designed specifically for Pinvin • Classes have a timetabled library slot to develop 'reading for pleasure' • High quality books have been purchased • Some books have come from children's pupil voice to increase engagement • 'Reading corridors' to further promote a positive culture of reading • Continuation of EEF project • Reading For Pleasure National Literacy Trust • The importance of reading in early years education EEF 	1,2,4,5	
Development of environments (focus on	<ul style="list-style-type: none"> • Teaching and learning environments to focus on reading • Purchase of books and furniture for 'reading corridors' 	3, 4, 5	

reading culture)	<ul style="list-style-type: none"> • Free, informal opportunities to browse and borrow. • Includes diverse authors and genres, helping pupils see themselves represented • Corridors become learning spaces, not just transition zones. • Boosts engagement • Reinforces vocabulary • Broadens horizons for disadvantaged learners: increase cultural capital • Aligns with schools message: creates consistency <p>Build a culture of community and belonging for pupils EEF</p>		
OPAL	<ul style="list-style-type: none"> • Purchase of OPAL to make social times safer and more inclusive • Purchase of resources to deliver OPAL. • OPAL • Purchase of OPAL offers more opportunities for children • Less incidents at social times will lead to maximised learning time • Reduces incidents of poor behaviour by providing structured, engaging activities • Encourages cooperative play, problem-solving, and teamwork • Promotes health and well-being, reducing stress and supporting mental health • Children have choice and autonomy in play, which builds confidence and resilience <p>Play-based learning EEF</p>	3,5,6	
Breakfast club	<ul style="list-style-type: none"> • Children can achieve more when they have had a healthy breakfast to start their day 	3,4,5, 6	<ul style="list-style-type: none"> • Attendance Lead has recognised the positive start for some vulnerable families.

	<ul style="list-style-type: none"> • Giving children the opportunity to have a calm start to the day allows for maximum learning opportunities • Attendance increases • Children’s trust in key staff members increases allowing for an increase in positive SEMH. • Parents bringing children have an opportunity to talk to staff about worries or concerns <p>EEF Blog: Magic Breakfast - a case study in scaling evidence... EEF</p>		<ul style="list-style-type: none"> • A number of our PP families use breakfast club on a regular basis allowing them to be in school and on time.
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Total budgeted cost: £98,425