



Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Folksworth Church of England Primary School
Number of pupils in school	97
Proportion (%) of pupil premium eligible pupils	14%
Years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025 - 2028
Date this statement was published	April 2025
Date on which it will be reviewed	April 2026
Statement authorised by	Governing Board
Pupil premium lead	Michelle Norbury
Governor lead	Debbie Quinn

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£24955
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	£24955

Part A: Pupil premium strategy plan

Statement of intent

'Together we endeavour to inspire a life-long love of learning enabling everyone to flourish.'

'We believe that all people are unique and of equal worth. As part of God's family everyone is nurtured, valued and respected. We provide a safe community where we give everyone the fullest opportunity to be the very best they can be.'

School vision statement

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 will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

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 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.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- 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	Slower progress in reading, writing and mathematics for specific children meaning they are not achieving age related expectations/ their full potential.
2	Engagement in enrichment opportunities is restricted for specific children.
3	Readiness to learn, learning behaviours and social skills.
4	Attendance

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	To achieve accelerated progress in reading, writing and mathematics for those not on track to meet age related expectation.	Attainment will increase by disadvantaged children making accelerated progress across the year showing the difference diminish when compared to non PP in the cohort and National expectation.
2	Ensure there is high uptake of enrichment opportunities in order for pupils to access the full curriculum.	Pupils will access all enrichment opportunities offered. This will enable them to access the full curriculum and further their life experiences.
3	Children will demonstrate key behaviours for learning and engage in positive social interaction.	Children will be supported in developing key behaviours for learning and social skills allowing them to access and engage in a broad and balanced curriculum.
4	Attendance	Attendance for identified pupil premium pupils will show an improving trend.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £16337

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Understanding and accountability for PP pupils.</p> <p>Staff CPD and Pupil Progress Meetings to have PP focus.</p>	<p>Staff understanding of data and how to use this to support them in diminishing the difference will support discussions and actions to improve the outcomes of pupil premium pupils.</p>	<p>1. Slower progress in reading, writing and mathematics for specific children meaning they are not achieving age related expectations/ their full potential.</p>
<p>High quality teaching which is judged to be good or better in all classes.</p> <p>Monitoring and CPD linked to areas of development.</p>	<p>High quality teaching is essential to achieve good progress and attainment.</p>	<p>1. Slower progress in reading, writing and mathematics for specific children meaning they are not achieving age related expectations/ their full potential.</p>
<p>Teaching assistant deployed in each class during core subjects to facilitate additional guided groups to provide differentiated learning opportunities across mixed year groups.</p>	<p>The EEF states that when TAs are used to support small groups there is a moderate positive impact. As a school with mixed year groups we have seen a positive impact across previous years</p>	<p>1. Slower progress in reading, writing and mathematics for specific children meaning they are not achieving age related expectations/ their full potential.</p>

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

Budgeted cost: £8168

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teachers and TAs used to deliver additional focussed interventions required. These will be identified by teachers, for example, reading hotlists, speech therapy programmes, First Class @ Number and First Class@Writing.</p>	<p>Research from Edge Hill University shows that:</p> <ul style="list-style-type: none"> • First Class @ number has the potential to make an average Number Age gain of 12 months in only 3.5 months • First Class @ Writing improves writing confidence and speed of progress as well as impacting on spelling ability. <p>The EEF states that when TAs are used to support small groups there is a moderate positive impact. This also showed a positive impact when applied in the previous year within the school.</p>	<p>1. Slower progress in reading, writing and mathematics for specific children meaning they are not achieving age related expectations/ their full potential.</p>
<p>Teaching Assistants used to deliver additional focussed interventions to support the development of social skills and behaviours for learning, e.g. social skills groups and Lego Therapy.</p>	<p>We have found that there are a number of children across different year groups who have not developed some key behaviours for learning and social skills.</p>	<p>3. Readiness to learn, learning behaviours and social skills.</p>

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

Budgeted cost: £450

Activity	Evidence that supports this approach	Challenge number(s) addressed
Uptake of enrichment opportunities in order to access the full curriculum and further life experiences by providing subsidies for trips and residential.	Not all learning can take place in the classroom. In order for pupils to fully understand concepts educational visits are necessary. In addition to this residential give pupils the opportunity to develop their confidence and self-esteem as well as further developing social skills and trust.	2 Engagement in enrichment opportunities is restricted for specific children.
Offer discounted or free places at breakfast club in order to improve attendance.	Arriving at school on time is a barrier for some of our pupils. Early arrival and the opportunity to eat breakfast before school will allow them to be ready for learning.	4 Attendance

Total budgeted cost: £24955

Part B: Review of outcomes in the previous year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 financial year.

Teaching (for example, CPD, recruitment and retention)

Total Budgeted Cost: £6807

Actual Cost: £7411

Activity	Estimated impact	Lessons learned
Understanding and accountability for PP pupils. Staff CPD and Pupil Progress Meetings to have PP focus.	Pupil progress meetings took place termly. There was a focus on the outcomes of pupil premium children as part of these discussions. This raised the profile of these pupils, ensuring they were getting appropriate support and intervention. Outcomes for these pupils were in line with non-pupil premium pupils with some evidence of accelerated progress.	Continue to facilitate pupil progress meetings. There was no direct cost for this as it was completed in staff meetings.
High quality teaching which is judged to be good or better in all classes. Monitoring and CPD linked to areas of development.	Subject leaders monitoring included those who were pupil premium. Through their monitoring and tracking they were able to identify the progress pupil premium pupils were making in comparison with their cohort. This allowed subject leaders to address concerns if a gap was evident.	Costs for release associated with this were low. Monitoring of this area continues to remain key so will continue next year.
Teaching assistant deployed in each class during core subjects to facilitate additional guided groups to provide differentiated learning opportunities across mixed year groups.	With the broad range of needs in mixed age classes the children have been able to secure better progress by having a teaching assistant in the classroom each morning. In all year groups the teaching is carefully planned to include the role of the teaching assistant (guided groups) and there have been numerous occasions where groups have been split to deliver different objectives appropriate to the different year groups.	Whilst the cost is high this significantly improves the provision available to the children. This must continue into the next academic year.

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

Total Budgeted Cost: £13613

Actual Cost: £14824

Activity	Estimated Impact	Lessons Learned
Teachers and TAs used to deliver additional focussed interventions required. These will be identified by teachers, for example, reading hotlists, speech therapy programmes, First Class @ Number and First Class@Writing.	A range of interventions were delivered by teaching assistants during the course of the year. The details of these are logged on an intervention tracker held in school where progress was monitored.	Interventions that had the planned outcomes will continue to be funded into the next year. Interventions will continue to be tracked to analyse the impact of these.
Teaching Assistants used to deliver additional focussed interventions to support the development of social skills and behaviours for learning, e.g. social skills groups and Lego Therapy.	A teaching assistant's time was specifically allocated to provide intervention and support linked to the development of social skills, behaviours for learning and social skills groups. These interventions were tracked using the school intervention tracker. Whilst progress data is hard to measure for this type of intervention there is a lot of 'soft data' showing the impact this had. In most cases the children were supported in accessing the learning within classrooms with a more positive attitude and disruptions for peers was reduced.	These interventions have proved to be beneficial to the children involved and will continue in the next academic year.

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

Total Budgeted Cost: £1000

Actual Cost: £250

Activity	Estimated impact	Lessons learned
Uptake of enrichment opportunities in order to access the full curriculum and further life experiences by providing subsidies for trips and residential.	Children eligible for the pupil premium were able to participate in a range of trips across the year. These included outdoor and adventurous residential visits. These opportunities have enhanced knowledge of the topics studied and cultural capital for these pupils.	This provision meant that all children were able to access these experiences and opportunities. Nobody missed out because of their financial

		background. These trips are key to the delivery of a broad and balanced curriculum and will be funded next year.
Offer discounted or free places at breakfast club in order to improve attendance.	X children have benefited from a place at breakfast club. This has helped the children arrive on time and settle for the day making them ready for learning.	This has been a relatively small cost for a positive impact on the identified children. This will continue to be offered next year where need is identified.

Total Cost: £22485

Additional Notes:

Overspent on support staff by £1815 due to support staff payrise.

The need for financial support with educational visits was lower than anticipated