

Pupil premium strategy statement – Pickhill Church of England Primary School 2025

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	53
Proportion (%) of pupil premium eligible pupils	8/53 (15.1%)
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/ 2025 2025/ 2026 2026/ 2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Mike White (Exec HT)
Pupil premium lead	Emma McLellan
Governor / Trustee lead	Andrea Offord

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£6,760
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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>	£12,680 (+£772 service pupils)

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objectives are:

- To ensure that all children are competent writers.
- To ensure that all children are competent readers.
- To ensure that all disadvantaged pupils make good progress from their starting points.
- To ensure that all children have the opportunity to experience residential visits and curriculum enhancements (including the use of an iPad (KS1) or laptop (KS2) to support their studies) with no or minimal need for additional financial commitment from parents.
- To support the social and emotional well-being of disadvantaged learners.

How does your current pupil premium strategy plan work towards achieving those objectives?

- Embed the 'Little Wandle Revised Letters and Sounds' systematic and synthetic phonics scheme and 'Hooked on Books' (Jane Considine) across the whole school to ensure all children are competent readers, irrespective of their starting point. The English Hub will work alongside teachers to ensure Phonics Screening results are above National Average.
- Provide CPD for all staff across the school to improve subject knowledge for the teaching of reading and writing.
- To work alongside outside agencies to provide specific and targeted intervention to support the social and emotional well-being of disadvantaged learners.
- To issue all children with a device (iPad/laptop) so that learning in school can be easily accessed at home.
- To provide additional small group or 1:1 support for disadvantaged learners to enable a 'keep up not catch up' approach in all areas of the curriculum.
- Provide monetary support for low-income families to help pay for activities, equipment, educational visits and residentials ensuring children are not financially disadvantaged.
- Embed OPAL (Outdoor Play and Learning) to allow SEND PP children to regulate and develop social skills – returning to class ready to learn.
- Implement sensory circuits intervention to allow for self-regulation and preparation for the school day ahead.

What are the key principles of your strategy plan?

- That teaching and learning meets the needs of all pupils.
- To provide quality first teaching for children eligible for the pupil premium grant, ensuring that these children make good progress from their starting point.
- To provide targeted and effective support for SEND pupils.
- That all learners, irrespective of financial barriers, have access to an appropriate electronic device for their learning.

Challenges

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

Challenge number	Detail of challenge
1	Only 29% of pupils eligible for the Pupil Premium grant are meeting ARE in writing [compared to 78% of non-Pupil Premium children].
2	Only 75% of pupils eligible for the Pupil Premium grant are meeting ARE in reading [compared to 92% of non-Pupil Premium children].
3	Only 57% of pupils eligible for the Pupil Premium grant are meeting ARE in maths [compared to 83% of non-Pupil Premium children].
4	Disadvantaged learners need to continue to develop strategies of self-regulation.
5	Children struggle to access a wider curriculum due to financial constraints (residential/ trips).

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
In writing, pupils make good progress from their starting point.	75% (6/8) of pupils who are eligible for the Pupil Premium grant will be working at age-related expectations in reading across the school.

In reading, pupils make good progress from their starting point.	100% of pupils make at least expected progress in reading from their starting point in reading.
In maths, pupils make good progress from their starting point.	100% of pupils make at least expected progress in reading from their starting point in maths.
Pupils are supported to self-regulate to ensure they are ready to learn.	Pupils are engaged in lessons and are able to self-regulate when necessary.
All disadvantaged pupils experience a rich curriculum and are not hindered by financial constraints.	Disadvantaged pupils are offered financial support to experience residential visits, trips and curriculum enhancements without the need for additional financial commitment for parents/carers.

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: £853

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD across the school to support teachers to implement the Write Stuff pedagogy effectively.	Across our Federation, we believe that providing staff CPD to support the implementations of writing will enable a consistent and accurate outcome for those eligible for the Pupil Premium grant. <i>We will invest PP in sustained, mechanism-rich CPD so teachers can explicitly model and teach the writing process (including sentence-combining and transcription fluency), strengthen oral language and vocabulary, and build pupils' self-regulated writing strategies. This aligns with EEF guidance on effective PD and literacy (KS1/KS2), and the EEF Pupil Premium tiered model prioritising high-quality teaching. Impact will be monitored through fidelity checks, work sampling of the writing process, and progress measures for disadvantaged pupils.</i>	1
CPD for teachers to support the delivery of	Teachers to become highly skilled in the delivery of Jane Considine's Hooked on Books programme of study.	2

reading (Hooked on Books).	<i>EEF - Supporting high quality teaching is pivotal in improving children's outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap. It is therefore hugely encouraging to see a host of new initiatives and reforms that recognise the importance of teacher quality.</i>	
CPD course to support teachers' development of AFL strategies for maths, ensuring targeted intervention.	Staff to continue to implement AFL strategies to support learners, address misconceptions and support pupils' confidence. <i>EEF - Found that professional development, on average, has a positive effect on pupil attainment across early years, primary, and secondary contexts.</i> <i>EEF - shows that learners who take part in well-structured and modelled self-assessment are able to better identify what they have done wrong. This enables them to review, edit and improve their work which in turn boosts the learner's confidence and achievement.</i>	3

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

Budgeted cost: £7,670

Activity	Evidence that supports this approach	Challenge number(s) addressed
Daily 1:1 intervention to support times table fluency.	Providing 1:1 support at the beginning of the day (daily) with a TA to increased automatic recall and improve knowledge and speed of timetables <i>EEF - On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. (+5 months).</i>	1
Interventions on a 1:1 or a small group basis to address gaps in learning.	Disadvantaged pupils will receive structured interventions in the form of 1:1 or small group support. The focus of these sessions will be to consolidate prior learning, pre teach or upskill pupils for the next session. Intervention targeted at specific needs and knowledge gaps, can be an effective method to support low attaining pupils or those falling behind. Targeted resources purchased will help to ensure areas of learning are regularly assessed in line with NTS assessments.	1,2,3,4

	EEF evidence 'As the size of a class or teaching group gets smaller it is suggested that the range of approaches a teacher can employ and the amount of attention each student will receive will increase, improving outcomes for pupils.' EEF Evidence 'There is some evidence that reducing class sizes is more likely to be effective when accompanied by professional development for teachers focusing on teaching skills and approaches. Some evidence suggests slightly larger effects are documented for lower achievers and, for very young pupils, those with lower socio-economic status. Smaller class sizes may	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 4,385

Activity	Evidence that supports this approach	Challenge number(s) addressed
Sensory Circuit intervention with a teaching assistant 3 days a week to support sensory regulation for those with SEND needs.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical and mental health, school readiness and academic achievement, crime, employment and income. <i>Executive function and self-regulation (EF/SR) skills provide critical supports for learning and development, and while we aren't born with these skills, we are born with the potential to develop them through interactions and practice.</i> EEF blog: Can we fix it? The role of executive functioning... EEF (educationendowmentfoundation.org.uk)	4
Residential and trip subsidy including additional swimming lessons.	All pupils are given the opportunity to access trips and residential throughout the year and will not be hindered by financial constraints.	5

Total budgeted cost: £ 12,908

Part B: Review of the previous academic year

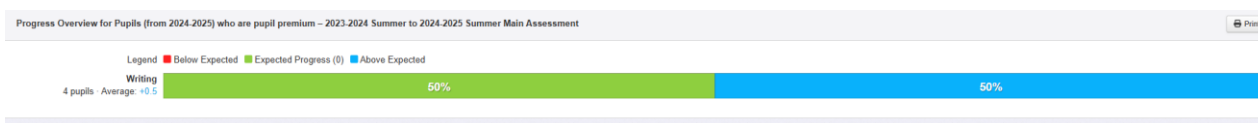
Outcomes for disadvantaged pupils

Intended outcome 1: In writing, pupils make good progress from their starting point.

Success criteria: The Write Stuff is embedded, and clear progress can be seen in book and reflected in the data.

Impact for academic year 2024-2025:

Pupil progress data shows that those eligible for that Pupil Premium grant have made at least expected progress with 50% of them making accelerated progress.

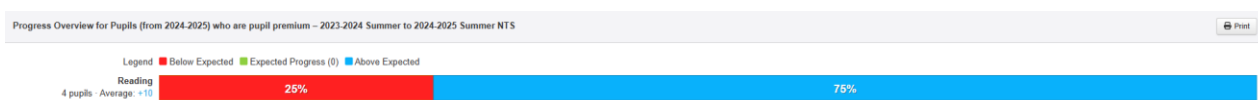


Reflection: The interventions and quality first teaching has made an impact on pupil progress.

Intended outcome 2: In reading, pupils make good progress from their starting point.

Success criteria: Hooked on Books is embedded, and clear progress can be seen in book and reflected in the data.

Impact for academic year 2024-2025: Data shows that disadvantaged learners have made accelerated progress. The child highlighted in red, went from a standardised score of 106 to 102, so although this is reflected as below expected standard progress, this is still within the expected standard for attainment.

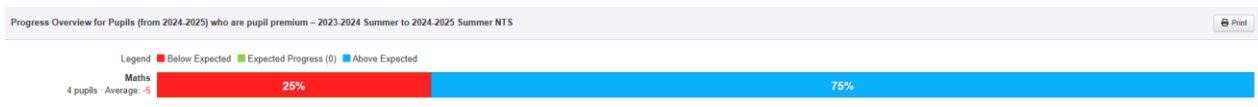


Reflection: Interventions and quality first teaching have ensured that 75% of pupils are making accelerated progress from their starting point.

Intended outcome 3: In maths, pupils make good progress from their starting point.

Success criteria: In addition to quality first teaching, effective ALF strategies are implemented to ensure targeted interventions meet the needs of individuals.

Impact for academic year 2024-2025: The majority of disadvantaged learners made accelerated progress in maths. One child did not make expected progress. This was an unusual dip in her assessment data and this this will be monitored closely into Autumn, 2025.



Reflection: Interventions and quality first teaching has been successful when securing expected and accelerated progress from disadvantage learners' starting points.

Intended outcome 4: Pupils are supported to self-regulate to ensure they are ready to learn.

Success criteria: Pupils are engaged in lessons and are able to self-regulate when necessary.

Impact for academic year 2024-2025: The restorative behaviour systems have ensured pupils have strategies to self-regulate both in and outside of the classroom. School achieved a Platinum Award for OPAL (Outdoor Play and Learning) which has enabled pupils to return to the classroom ready for leaning. 3 times per week, pupils have also taken part in additional sensory circuit interventions where they have been able to learn about self-regulation and have an opportunity to be ready to learn at the beginning of the year.

Reflection: Pupils have the ability to self-regulate and are ready to focus and learn within lessons.

Intended outcome 5: All disadvantaged pupils experience a rich curriculum and are not hindered by financial constraints.

Success criteria: All disadvantaged pupils experience residential visits, trips and curriculum enhancements (including the use of a laptop or iPad) without the need for additional financial commitment for parents/carers.

Impact for academic year 2024-2025: All Pupil Premium children have attended The Camp Out, Peat Rigg and London residential. They have also attended topic related trips and have attended at least 6 forest school sessions funded by the school. Pupils from Year 1-6 have also attended the Young Voices Choir. Swimming was also funded for disadvantaged learners.

Reflection: All Pupil Premium children have experienced a rich curriculum and were not hindered by financial constraints.

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

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**

Support was given to service pupils by a nominated HLTA (Service Pupil Champion), who spent time with pupils, playing playground games and activities to increase pupil interaction and help service pupils to increase their social circle.

The impact of that spending on service pupil premium eligible pupils

Pupils' wellbeing and social circle was enhanced.

Pupils had an allocated member of staff to talk to daily if needed.

Games to support interaction and increase confidence.

A direct link was made with parents and the Service Pupil Champion.

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.