

# Pupil premium strategy statement – Poringland Primary School

This statement details our school's use of pupil premium (and recovery 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	463 (367 Statutory School Age)
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2024 – 2025 through to 2027 – 2028)
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	
Pupil premium lead	Lucie Burdett
Governor / Trustee lead	

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£97, 475
Early Years Pupil Premium funding	£482
<b>Total budget for this academic year</b> <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>	£97, 957

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all children at Poringland Primary School will:

- To support our children's physical and emotional health and wellbeing to enable them to access learning at an appropriate level.
- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- For disadvantaged pupils in school to make or exceed nationally expected progress rates.

We aim to consider, and respond to, the challenges faced by our vulnerable children both academically and emotional well-being wise. The activity outlined in this statement is intended to support their needs too, regardless of whether they are disadvantaged or not. We will ensure that appropriate provision is made for pupils and that they are adequately assessed and addressed. We also recognize that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupils or groups of pupils the school has legitimately identified as being socially disadvantaged.

At the heart of our approach is high-quality teaching, with a focus on the areas where our disadvantaged children require the most support. Based on evidence from the Education Endowment Foundation, we will implement strategies to achieve this as high-quality teaching is proven to have the greatest impact on closing the disadvantaged attainment gap, whilst simultaneously benefitting the non-disadvantaged children as well.

Our approach will be responsive to common challenges and individual needs, therefore Pupil Premium funding will be allocated following a needs analysis, which will identify priority classes, groups or individuals. Limited funding and resources mean that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

## Challenges

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

Challenge number	Detail of challenge
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1	Support the social and emotional needs of pupils and families.
2	Improve writing standards to include handwriting, spelling, punctuation and grammar.
3	Improve oral language skills and vocabulary gaps.
4	Maintain the consistency of phonics and enhance reading skills and influence reading for pleasure.
5	Enhance arithmetic skills in mathematics.
6	Access high quality adult support via targeted interventions.

## 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
Support the social and emotional needs of pupils and families.	<ul style="list-style-type: none"> <li>Attendance in line with or above average.</li> <li>Behaviour good and pupils making progress.</li> </ul>
Improve writing standards to include handwriting, spelling, punctuation and grammar.	Achieve teacher assessment scores which are closer in line with non-PP and national non-PP.
Improve oral language skills and vocabulary gaps.	For teacher assessments scores in EYFS and KS1 mainly which are closer in line with non-PP and national non-PP.
Maintain the consistency of phonics and enhance reading skills and influence reading for pleasure.	<ul style="list-style-type: none"> <li>Achieve progress scores which are closer in line with non-PP and national non-PP.</li> <li>For teachers to witness a higher love of reading in general day to day schooling.</li> </ul>
Enhance arithmetic skills in mathematics.	Achieve assessment scores which are closer in line with non-PP and national non-PP.
Access high quality adult support via targeted interventions.	Achieve national average progress scores in reading, writing and Maths.

## 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: £8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding of a DFE validated Systematic Synthetic Phonics programme (Success for All) to secure stronger Phonics teaching and outcomes.	<p>The EEF note that there is a strong evidence base that indicates phonics has an impact on the accuracy of early reading skills. It has an impact of +5 months on children's learning progress.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	4
Annual subscription to VNET provides subject leaders of English, Maths and Science with regular CPD sessions and professional reading.	<p>VNET Education CIC supports schools across East Anglia and beyond. We facilitate CPD, training, consultancy, events, conferences, research and projects to support education professionals for the benefit of children.</p> <p><a href="https://vnetcic.com/">https://vnetcic.com/</a></p> <p>The EEF note that supporting high quality teaching is pivotal in supporting children's outcomes. Research tells us that it can narrow the disadvantage gap. There is a growing consensus that professional development plays a crucial role in improving classroom practice and pupil outcomes.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development">https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professional-development</a></p>	2,3,4,5
Enhance arithmetic skills within mathematics.	<p>The school has purchased Sumdog which used in sync with Flashback 4's are embedding a fluency in maths knowledge and facts. The school continues to work alongside VNET to ensure consistency of teaching and learning in maths, with adherence to the curriculum and teacher model, we do, I do system in place to ensure fluency and problem solving and reasoning in each maths session.</p> <p>The EEF note that a mastery approach to learning is cost effective and highly effective when implemented effectively. It has an impact of +5 months on children's learning progress.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</a></p>	5

Maintain the consistency of phonics and enhance reading skills and influence reading for pleasure. Improve writing standards to include handwriting, spelling, punctuation and grammar.	The EEF note that word reading, spelling, reading comprehension and writing composition rely to some extent on the same underlying process and are therefore inexplicitly linked. The reciprocal relationship between oral language, reading and writing can cause the gaps between children with literacy difficulties and their peer. We continue to drive standards by using comprehension X, lightning squad and our speech and language trained teaching assistant to promote the reading comprehension and oral language skills. This work will then support our embedding of the literacy skills learnt into pupils' written outcomes, with a focus on spelling, grammar and handwriting fluency.	2 and 4
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### Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £69,957

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reducing class sizes in Year 6 to deliver Maths and English lessons.  Reducing group sizes in KS1 for phonics.	The EEF note evidence suggests that reducing class sizes closes the gap between disadvantaged and non-disadvantaged children by two months. Learning can be targeted and differentiated more effectively as well as allowing for increased flexibility in the quality and quantity of feedback (which in itself has an impact of +6 months).  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reducing-class-size</a>	2, 4 and 5
Improve oral language skills and vocabulary gaps.	The EEF have noted on average, oral language approaches have a high impact on pupil outcomes of +6 months additional progress. Some studies have also reported that this approach can lead to fewer behavioural issues in children following work on oral language.  <a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a>  We have implemented 'Talk Boost' across Nursery and Reception to fill gaps in early language acquisition. This intervention is being delivered by a highly skilled and experienced SENDCO assistant	3

Interventions will be directed or led by class teachers in coordination with SLT and SENDCo. This may include small group work, one to one tuition or regular timetabled support.	Pupils in all year groups have been identified as requiring additional support. There is extensive evidence supporting the impact of high quality one to one and small group tuition as a catch up strategy. Intervention delivered by qualified teachers is likely to have the highest impact. However, tuition delivered by teaching assistants or trained volunteers can also be effective.	2,4,5 and 6
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: 20,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support the social and emotional needs of pupils and families.	<p>Supporting pupils' social, emotional and behavioural needs through weekly sessions with a PAT dog and tailored 1:1 and small group SEMH sessions with an experienced TA.</p> <p>Evidence shows that time spent with animals can benefit physical, social and psychological wellbeing. Stroking a pet can be relaxing and reduce blood pressure.  <a href="https://www.rcn.org.uk/library/Subject-Guides/animal-assisted-interventions">https://www.rcn.org.uk/library/Subject-Guides/animal-assisted-interventions</a></p> <p>Every staff member in the school has had emotion coaching training to support our children and families at the scene of the emotion to ensure a deeper understanding of emotional intelligence and provide them with the 'tools' for identifying and managing their mental health.  <a href="https://my.optimus-education.com/quality-interventions-semh-what-resources-are-available-schools">https://my.optimus-education.com/quality-interventions-semh-what-resources-are-available-schools</a></p>	6
	<p>Thrive worker to support children who are having difficulty accessing learning through behavioural issues, using the Thrive approach to support their management of their own behaviour.</p> <p>Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil's interaction with others and self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEMH interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and</p>	1

	community. These include specialised programmes which are targeted at students with particular social or emotional needs.	
Families as a whole to receive support from a PSA to engage and communicate with our most vulnerable	<p>Social and emotional learning and parental engagement has a positive impact of +4 months on pupil outcomes.</p> <p>Parental engagement refers to teachers and schools involving parents in supporting their children's academic learning and includes: -general approaches which encourage parents to support their children with reading and homework and more intensive programmes for families in crisis.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	1 and 6
Contingency fund for acute issues. For example, funding for school trips and experiences.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	1,2,3,4,5,6

**Total budgeted cost: £ 97, 475**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Our school cohort during 2023/24 had 5 pupils that were disadvantaged in year 6. Our current 2024/25 cohort has 10 pupils that are disadvantaged. The data is very tricky to compare due to the size difference in the disadvantaged cohort.

For reading in 2023/24, 60% of disadvantaged children achieved age expectation or above at the end of KS2. In 2024/25 60% also achieved age expectation.

For maths in 2023/24, 60% of disadvantaged children achieved age expectation or above at the end of KS2. Whereas in 2024/25, 50% of children achieved age expectation.

For writing in 2023/24, 60% of disadvantaged children achieved age expectation or above at the end of KS2. Whereas in 2024/25, 50% of children achieved age expectation.

For our KS1 Phonics check in 2022/23, 55% of disadvantaged children passed. Whereas 53% did in 2023/24.

### 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**

When a child's parent is away, that child will spend 1-2-1 time with an adult to create a scrap book of weekly photos and things they are proud of so they can go through it together with their parent when they return. They also have daily check-ins with their class TA to ensure they are coping and okay.

#### **The impact of that spending on service pupil premium eligible pupils**

Correspondence from parents has shown that this has a really positive impact on the children whilst the parents are away as it gives them space and time to think and talk. Additionally that it boosts their confidence having that 1-2-1 time. On return, they explained that it creates a really special moment for them to look through the scrapbook together.