

Pupil premium strategy statement – Pensford Primary School

Before completing this template, read the Education Endowment Foundation's guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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	100
Proportion (%) of pupil premium eligible pupils	6%
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)	2024-25 2025-26 2026-27
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Warrick Barton
Pupil premium lead	Warrick Barton
Governor / Trustee lead	Emily Huish

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 7,575 (down from £10,360 in 2024-25)
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£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>	£ 7, 575

Part A: Pupil premium strategy plan

Statement of intent

Pensford Primary School commits to working collaboratively and collectively with schools across the Partnership Trust, to eliminate the 'disadvantage attainment gap' (as defined by the Department for Education). 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.

At our school, our ultimate objective for our disadvantaged pupils is that they leave primary school just as prepared for the next stage of their education as pupils who are not classed as 'disadvantaged'. This means that their academic achievement in reading, writing and maths will be comparable to that of their "non-disadvantaged" peers. It also means that their attendance and participation in school will be at a level at least similar to that of their non-disadvantaged peers and that they will be as ambitious and confident as their friends.

Success of our strategy to date

We have not had a negative attainment gap of more than 1 pupil at the end of Key Stage 2 since before 2016.

Year(s)	Outcome at end of KS2
2016-2019 average	Positive attainment gap for Disadvantaged pupils.
2022	Small positive gap in reading Small negative gap (<1 pupil) in writing and maths.
2023	Positive gap in writing and maths; very small negative gap by 1 mark for 1 pupil in reading
2024	100% attainment for all pupils in reading and maths (no gap) Small negative gap (<1 pupil) in writing
2025	100% attainment for all pupils in reading and maths (no gap) Small positive gap (1 pupil) in writing

Our pupil premium strategy works towards achieving these objectives by building on the previous success the school has had and continuing to take a bespoke approach to pupils' needs. Our focus is on our [school's vision statement](#) in which we are clear that

we want “each child to achieve his or her personal best”. So rather than looking at average measures of progress, we focus on every child achieving at least the expected standard for their age (unless identified special educational needs mean that this is not meaningful for the child at this time).

Our key principles are:

- that we will build on the good practice that already exists in the school;
- that we will enhance this by focusing more closely on identifying and addressing very specific difficulties that individual pupils have in reading, writing and maths
- that we will focus on the most achievable narrowing of gaps first;
- that we will deploy ‘wider strategies’ because they enable children to feel included and fully involved in educational opportunities, as well as ultimately leading to improved academic outcomes.

We see it as a fundamental moral responsibility of everyone in school to ensure that this strategy is implemented effectively. We make it our business to be ‘deliberately bothered’ about the wellbeing and progress of our disadvantaged learners. We are proud that at our small school every adult knows every child and that teachers have a close relationship with parents and regular communication with them.

We invite parents to participate in their child’s education and work hard to ensure that we make this possible for every parent. We work with parents to ensure that our aspirations for children are equitable and ambitious.

In summary, our intent is closely aligned with our school values:

Happiness: We put children’s wellbeing as our first priority and work hard to address in school any deficits children may have in their wellbeing due to circumstances beyond their control

Excellence: We aim for the highest standards (personal best) for every child

Ambition: We are equitably ambitious for all pupils.

Respect: We understand that our children come from different backgrounds and are individuals and value and celebrate each child.

Togetherness: We work closely with parents to make decisions in children’s best interests.

Independence: Ultimately, we want all our children to develop the skills to take their learning forward to secondary school with confidence and resilience so that they can make good decisions for themselves.

Challenges

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

Challenge number	Detail of challenge
1	33% of our disadvantaged pupils on roll in 2025-26 have a diagnosis of a specific and significant special educational need; these pupils were also new to the school in 2024-25 (down from 40% last year)
2	50% of our disadvantaged pupils on roll in 2024-25 had low or persistent attendance rates in 2024-25 (down from 80% last year)
3	Disadvantaged pupils at our school tend to be more likely to require additional intervention to achieve in line with their peers. It is therefore crucial that the interventions in place for core subjects continue to be highly effective. There is an increased need for this in 2025-26 due to further new pupils joining the school.

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
<i>To achieve and sustain improved attendance for our persistent absentees¹</i>	Reduce our number of persistent absentees to 0, unless there are clear and obvious specific circumstances that prevent this. This reduced from 2 to 1 pupil in 2024-5
<i>To improve the outcomes in writing for boys so that it is closely in line with that of girls.</i>	There will be no significant gap in writing attainment at either EXS or GDS level between boys and girls. 12 boys achieved below EXS in 2024-5, compared to only 8 girls; 1 boy achieved GDS, compared to 5 girls. The attainment levels for writing in all year groups will continue to be at least at the national average for the end of Key Stage, for both EXS and GDS levels. This was true for the EXS level for all year groups in 2024-5 For GDS, it was true in 3 out of the 6 KS1 and KS2 year groups, but only just!
<i>To maintain gaps of no more than 1 pupil in reading, writing and maths combined attainment in each year group.</i>	Except where significant and clearly-defined special educational needs prevent this, there should be a gap of no more than 1 pupil between disadvantaged and non-

¹ Persistent absentees are children whose attendance rate is lower than 90%

	<p>disadvantaged pupils in every year group when looking at EXS attainment of reading, writing and maths combined</p> <p>This only applied to Years 4, 5 and 6 in 2024-25, as there were no children classed as disadvantaged in other year groups. It was true for all 3 year groups, when taking into account the clearly defined SEND.</p>
<p><i>To ensure that support for pupils with significant levels of SEND allows them to achieve consistently well against their individual targets.</i></p>	<p>At least 80% of individual targets will be met for children with an identified and diagnosed Special Educational Need or Disability.</p> <p>81% were at least partially met in the summer term 2025, although only 23% were fully met.</p>

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: £0

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Undertake CPD for all teachers on the teaching of writing, with reference to the research outcomes detailed in The Writing Framework 2025.</p>	<p>The Writing Framework is a well-evidenced thorough document based on research, so its principles should support our teaching staff in delivering an even higher quality of education in writing for all pupils this year.</p> <p>Note: this training will be run 'in house' and by The Partnership Trust, at no additional cost over staff</p>	<p>1, 3</p>

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

Budgeted cost: £ 7000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Provide well-trained and experienced support staff to support children with specific and significant special educational needs.	The training provided above will support high quality delivery of support well-matched to children's needs.	1
Provide full time, skilled teaching assistant time in EYFS to support new children who qualify for PPG with early reading	Early reading skills are widely acknowledged, including by Ofsted, to be key to wider learning. Systematic phonics teaching is prioritised by our school and at a national level, due to the impact that research shows it has on learning.	1

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

Budgeted cost: £ 1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide protected senior staff time to engage termly with the Attendance and Welfare Service to ensure all recommended strategies are being deployed with any family with low or persistent absence rates.	The AWSS are well-trained and up to date in the strategies that are most effective, so by working with them the school's work will be quality-assured.	2
Provide protected senior staff time to maintain high levels of positive communication with families at risk of low attendance.	The school has found in previous years that by personally engaging in a positive way with parents, absence rates decrease.	2
Provide extra-curricular activities at no or reduced cost to disadvantaged pupils.	The school has found in previous years that this is a highly effective way of maintaining positive engagement in school from disadvantaged families, and helps to reduce high absence rates.	2

Total budgeted cost: £ 8000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The previous 3-year strategy was highly effective in maintaining positive or very small (and significantly smaller than national) gaps in attainment at the end of Key Stage 2. The table from the statement of intent is reproduced here as evidence:

Year(s)	Outcome at end of KS2
2022	Small positive gap in reading Small negative gap (<1 pupil) in writing and maths.
2023	Positive gap in writing and maths; very small negative gap by 1 mark for 1 pupil in reading
2024	100% attainment for all pupils in reading and maths (no gap) Small negative gap (<1 pupil) in writing

In addition, we can now add this success from the 2024-25 academic year:

2025	100% attainment for all pupils in reading and maths (no gap) Small positive gap (1 pupil) in writing
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On the other hand, the post-pandemic years have proved problematic for disadvantaged pupils at our school when looking at attendance, and this problem increased until last year, where there was a good improvement (but still a disadvantaged gap):

Year	Attendance of all pupils	Attendance of disadvantaged pupils	Disadvantaged gaps.
2021-22	95.3%	92.7%	-2.6%
2022-23	95.6%	90.9%	-4.7%
2023-24	95.1%	85.1%	-10.0%
2024-25	96.3%	94.4%	-1.9%

While the figures above show good improvement last year, we are aware that we need to further build on the strategies used to reduce high absence rates for disadvantaged pupils. We believe that the strategies introduced at a national level such as increased fines for unauthorised absence have had an impact, as well as school-level strategies such as writing to all parents every term about attendance. We will continue to use staff time to focus on this in 2025-26.

High levels of positive feedback about school in general were received from parents, following the investment in time in personal and bespoke engagement to support children’s learning and engagement. For example, 100% of parents have consistently said they would recommend the school; word of mouth has increased the school roll year on year; over 90% of parents have agreed positively with a range of statements in annual parent surveys. Feedback from two parents of disadvantaged children was particularly positive in 2024-25. We continue to work hard at making school enticing and engaging for pupils and parents, which we believe adds to the success of our PPG strategy as a whole.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
N/A	N/A

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***

N/A – No service premium received.

The impact of that spending on service pupil premium eligible pupils