

Pupil premium strategy statement



2025-26

School overview 2025 - 2026 and impact 2024-25

This statement details our school's use of pupil premium for the 2025-26 academic year funding to help improve the attainment of our disadvantaged pupils. **It also demonstrates impact of academic year 2024-25**

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	<i>Deerhurst and Apperley C of E Primary School</i>
Number of pupils in school	<i>75 Sept 2025</i>
Proportion (%) of pupil premium eligible pupils	12%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2027
Date this statement was published	18/7/25
Date on which it will be reviewed	Aut 2 2025
Statement authorised by	Mrs J Neveu
Pupil premium lead	Mrs J Neveu
Governor / Trustee lead	<i>Kathryn Witney</i>

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£10,360
Recovery premium funding allocation this academic year – instalments,	£
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	£5440

Part A: Pupil premium strategy plan

Referring to the implementation process informs our decisions.



Statement of intent

Regardless of starting point, social background, past experiences or any other social or educational barrier or external factor, our aim is to inspire our children in their learning by providing all children with a rich, broad and balanced curriculum. Our intent is to ensure they have opportunities for cultural capital experiences, wellbeing support that will help to remove any barriers to their learning at Deerhurst and Apperley C of E Primary School.

Our Key statement of intent relating to objectives for spending the Pupil premium are currently:

- **To ensure all PP children achieve inline or better than their peers to narrow the gap in attainment**
- **To provide pastoral support, where identified for children**

Proposals during the school year:

- **Provide opportunities for art – Music tuition/Choir**
- **Continue to teach in dedicated sessions, phase led for focus of barriers identified**
- **Reading opportunities - additional**
- **Ensuring any intervention is re-evaluated and effective, termly**
- **Target Vulnerable children for (English) – making a difference with effective tutoring EEF**
- **Support all identified children with small in class , out of class for intervention and SENCo support**
- **Continue with Build Happy/Forest School/Bubble Time/mindfulness for pastoral support for PP and SPP**

Challenges

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

Challenge number	Detail of challenge
1	<i>Nationally, PP children remain in the lower attainment bracket nationally</i>
2	<i>To provide pastoral support, where identified for children and identified resources</i>
3	<i>Financial constraints on all families, including those who are members of PP families may be challenged currently due in particular to the cost of living and and have an impact on extra-curricular activities and well being</i>
4	<i>Making a difference with effective tutoring</i>
5	

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.

Carefully reflecting on the latest guidance from the EEF (May 2024)



Intended outcome	Success criteria
<p><i>To ensure all PP children achieve inline or better than their peers to narrow the gap in attainment</i></p> <p><i>All children will receive QFT</i></p>	<ul style="list-style-type: none">• <i>Teachers will support their pupils through the learning process; using key strategies</i>• <i>Knowing their pupil, using effective assessment strategies and using AFL for effective learning</i>• <i>Extra tutoring will be effective (1:1 maths – effective at improving pupil outcomes EEF 1:1</i>• <i>Using effective questioning – all classes Blooms</i>

	<ul style="list-style-type: none"> • Metacognition (EEF and Building Learning Power) – high impact low cost • Collaborative learning (EEF) • Modelling and scaffolding to build confidence • Teaching observations are at least good in all classes • Teaching monitored by HT/subject leads • Planning will show 'connectedness' in the curriculum, relevant to our setting • Adaptations where needed • CPD is current and relevant and develops expertise
<i>To ensure all PP children achieve inline or better than their peers to narrow the gap in attainment</i>	<ul style="list-style-type: none"> • Continue to teach in dedicated sessions, and continuing the use of interventions for effective tutoring providing targeted support for pupils identified as having low prior attainment or struggling in particular areas (maths) • Reading and writing opportunities and supported in class scaffolding as well as TT writing with SENCo • Ensuring any intervention is re-evaluated and effective, termly • Support all identified children with small in class or out of class for intervention (monitor overview of provision for PP and VG) • Use of metacognition and self-regulation approaches (BLP) (EEF low cost high impact + 7months) • Feedback marking (in class and dedicated sessions) (EEF low cost high impact +8 months) • IT resources will be provided if pupils taking part in NTP out of school time do not have access to IT

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: £ 8,860

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Additionally Teaching support to lower adult/pupil ratio Maintain 4 class structure</i>	Reducing 'class size' (EEF +3) Collaborative learning (EEF +5)	1 and 2
<i>Feedback marking support from Teacher and TA in dedicated sessions</i>	High impact – low cost (EEF +8)	1 and 2
<i>Music tuition/choir opportunities</i>	<i>Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum.(EEF +3)</i>	1,2 and 3

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

Budgeted cost: £ in total above via staffing

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted additional tutoring	Positive impact on teaching and learning for children taking part – focus groups	1 & 2

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

Budgeted cost: £1500 (approx).

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>School trip support</i>	Social and Emotional support (EEF +4)	1,2,3
<i>Music tuition support</i>	Social and Emotional support (EEF +4)	1,2,3
<i>Build Happy support with TA</i>	Social and Emotional support (EEF +4)	

Total budgeted cost: £ 10,360

Using the structured but flexible implementation process throughout the year



Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Impact 2024-25

Aim	Outcome
<p><i>To continue to narrow the gap in attainment – ensuring all children receive QFT</i></p> <p><i>Development of reasoning skills to support 'Solve It' opportunities</i></p> <p><i>Development of quick recall in number to increase arithmetic knowledge and speed – Promote TTRS to secure speed (homework)</i></p>	<p><u>Spelling</u></p> <p><u>Spelling</u></p> <p><u>PP Average progress:</u></p> <p><u>S= +1.6m</u></p> <p><u>SEND Average progress:</u></p> <p><u>S= +2m</u></p> <p><u>Reading</u></p> <p><u>PP Average progress:</u></p> <p><u>R= +1.4m</u></p> <p><u>Reading</u></p> <p><u>SEND Average progress:</u></p> <p><u>R= +3.7m</u></p> <p><u>Number</u></p> <p><u>Maths</u></p> <p><u>PP Average progress:</u></p> <p><u>M= +1.4m</u></p> <p><u>SEND Average progress:</u></p> <p><u>M= +1.8m</u></p>
<i>To develop and support reading</i>	<i>EEF has a proven record of effective interventions and supporting the development of learning</i>

Jayne Neveu July 2025

<i>Embedding writing skills including vocabulary/spelling across all year groups to PP and other vulnerable children achieve EXS</i>	Feedback marking – high impact low cost Collaborative learning approach to raise expectations and linking Building Learning Power to meta cognition and self-regulation (EEF) Data – as above
<i>To provide pastoral support where identified</i>	<i>100% of PP children, throughout the year, were provided with pastoral support eg Lego therapy, Bubble Time, Mindfulness, Forest School, interventions and this supported their well being in school to enable barriers to learning to be reduced.</i>
<i>Extra curricular activities/club</i>	<i>100% of PP attended a club this academic year</i>
<i>Finance towards school trips</i>	<i>All children had access to school trips that would have otherwise caused financial pressure to the family.</i>
<i>Music support – peripatetic teacher</i>	<i>100% of our PP children had the opportunity to learn keyboard between aut start 2024 and summer finish 2025. This gave the children opportunity to develop cultural capital and opportunity to mental health and well-being</i>

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
None this year	

Service pupil premium funding (optional)

£0

Measure	Details
No SPP	•
	•

Further information (optional)

References to:

EEF Collaborative Learning – The impact of this is consistently positive

EEF Feedback – consistently used in class by teacher, peers and additionally feedback marking when revisiting marking to ensure understanding

EEF Metacognition and self-regulation – links well with Building Learning Power in school and how children 'learn to learn'. Also works effectively with collaborative Learning approach and providing pupils with strategies

Arts participation - Arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum

These approaches are successful in our setting and are high impact low cost with research that shows evidence of these approaches are consistently positive