Pupil premium strategy statement 2025-2026

This statement details our school's use of pupil premium for the 2025 to 2026 academic year 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
Avishayes Primary School	
Number of pupils in school	**190**
Proportion (%) of pupil premium eligible pupils	**(57/190) 30%**
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	**2025-2028**
Date this statement was published	**November 2025**
Date on which it will be reviewed	**November 2026**
Statement authorised by	**Governors**
Pupil premium lead	**Clare Rinaldi**
Governor / Trustee lead	**Barbara Dale** **Alison Hawes**

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£90,880.17
(SBS Other factors)	*(£12,091.66)*
Children Looked After	£2,630
Service Children	£700
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	£94.210.17

Part A: Pupil premium strategy plan

Statement of intent

- **To narrow the disadvantage gap by addressing inequalities and raising attainment for all PP children**
- **To raise self-esteem and aspirations of PP children across the curriculum, pastoral support and extra-curricular activities**
- **To maximise attendance and punctuality**
- **To ensure every child has full access to a broad, engaging and challenging curriculum**

Challenges

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

Challenge number	Detail of challenge	Evidence 2025 assessments
1	PP Children are not achieving Age Related Expectations for combined Reading, Writing and Maths or higher levels of achievement	Year 6 PP (not SEND) children achieved combined Reading, Writing and Maths. 6/7 86% Year 6 46% of all children achieved Reading, Writing and Maths 36%PP children achieved combined Reading, Writing and Maths. 4/11
2	PP Children are not achieving Age Related Expectations in Maths	Year 6 PP (not SEND) 86% achieved ARE in maths 6/7
3	PP Children are not achieving Age Related Expectations in Writing	Year 6 PP (not SEND) 86% achieved ARE in writing 6/7
4	Disadvantaged children are more likely to require pastoral support to improve resilience and self-esteem	85% of children requiring pastoral support are PP
5	Disadvantaged children are more likely to have poor attendance and punctuality	PA 18% whole school 41 children 23/41 are PP 56%

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
PP Children make more than expected progress in Speech and Language skills	All PP (non-SEND) children achieve ARE in speech and language skills by the end of EYFS
PP Children achieve Phonics assessment by Y2	All PP (non-SEND) children achieve ARE in phonics and reading
PP children achieve ARE in combined reading, writing and maths	Gap between PP and Non-PP narrows
PP children maximise attendance	Gap between PP and Non-PP narrows
PP children have improved resilience and self-esteem	Pastoral support is successful in that children have better self-esteem and resilience

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: £5,485

Activity	Evidence that supports this approach	Challenge number(s) addressed
Broad, balanced, engaging Curriculum: Enquiry-led learning leading to higher oracy skills and development of core knowledge	EEF Feedback + 6 months Curious Chard Curriculum	1 2 3
Metacognition and Self regulation: High quality first teaching, teaching how to learn	EEF Metacognition and Self regulation + 7 months	1 2 3 4

through 5 Rs and long-term memory		

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

Budgeted cost: £97,546

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupils entitled to PP receive targeted support for Phonics: Pupil Tracking Meetings focus on PP pupils, their progress and on-going support.	EEF Phonics + 5 months	1 2 3
Intervention Strategies: intervention with staff supporting pupils in all subject areas but specifically oral language, continuing to use personalised curriculum interventions	EEF Oral Language + 6 months	1 2 3
Curriculum Support: targeted use of TAs and effective teaching for all with a focus on PP pupils in Pupil Progress meetings, Parent/Pupil consultancy including feedback to support learning	EEF Feedback + 6 months EEF Teaching Assistant interventions + 4 months	1 2 3

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

Budgeted cost: £34,973

Activity	Evidence that supports this approach	Challenge number(s) addressed

Mental Health and Wellbeing Support: Safeguarding systems and procedures are highly developed with the Assistant Head, Pastoral Lead and Headteacher, who is the Designated Safeguarding Lead.	EEF Social and Emotional learning + 4 months	4 5
PP pupils are enabled to engage in extra-curricular activities and residentials: they are supported so that they are able to take part in trips and visits to promote social skills and team-building	EEF Social and Emotional learning + 4 months	4 5
PP pupils are encouraged to maximise attendance: their families are supported to build routines to help children attend school punctually and reduce Persistent Absence	EEF Attendance interventions – current research	4 5

Total budgeted cost: £138,004

Part B: Review of outcomes in the previous academic year 2026

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2025 to 2026 academic year.

Intended outcome	Success criteria	Impact 2026 Results
PP Children make more than expected progress in Speech and Language skills	All PP (non-SEND) children achieve ARE in speech and language skills by the end of EYFS	
PP Children are able to read so that they can access the wider curriculum	PP children (not SEND) achieve GLD in Literacy	
	PP Children (not SEND) achieve Y1 phonics assessment	
	PP children (not SEND) achieve expected standard or higher in Reading	
	PP children (not SEND) achieve Expected standard or higher in Reading PP children make good progress in reading	
PP children achieve ARE in combined reading, writing and maths	Gap between PP and Non-PP narrows	
PP children maximise attendance	Gap between PP and Non-PP narrows	
PP children have improved resilience and self-esteem	Pastoral support is successful in that children have better self-esteem and resilience	

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	