

Pupil premium 3 year strategy statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils for a 3 year period 2024-2027

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 | |
|---|------------------------------------|
| School name | Puddletown First School |
| Number of pupils in school | 24/25: 135 25/26: 135 26/27: |
| Proportion (%) of pupil premium eligible pupils | 24/25: 11% 25/26: 11% 26/27: |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 2024-27 |
| Date this statement was published | First published November 2024 |
| Date on which it will be reviewed | October 2026 |
| Statement authorised by | A Seal |
| Pupil premium lead | A Seal |
| Governor / Trustee lead | L Evans sept 25 Faith Kirby |

Funding overview

| Detail | Amount |
|--|------------------------------------|
| Pupil premium funding allocation this academic year | 24/25: £25,830 25/26: 26/27: |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable) | £0 |
| Total budget for this academic year | 24/25: £25,830 25/26: 26/27: |

Part A: Pupil premium strategy plan

Statement of intent

We care enough to try our best in all we do because we are wonderfully made: made to love, made to flourish, made to be unique

We want to ensure that all pupils, irrespective of their background or challenges, achieve their highest potential. We recognise the attainment gap for disadvantaged pupils and seek to improve this by identifying and addressing barriers to learning. This will be through quality first teaching and whole school approaches as well as through targeted interventions. We prioritise reading as an essential skill, improving attendance, strengthening communication skills and enhancing cultural capital. Through these key areas we strive to close the attainment gap and empower all our pupils to succeed academically, socially and emotionally to be well equipped for their next stage and to set them up for future success.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|--|
| 1 | PP pupils attainment in reading is not in line with non pp pupils regardless of other factors eg send |
| 2 | PP pupils have lower attendance on average than non pp pupils and this will impact on their attainment. |
| 3 | The majority of our disadvantaged children fall into another vulnerable group i.e. having an additional special educational need or needing support with social and emotional wellbeing. |
| 4 | Communication and language skills are generally lower than their peers. |
| 5 | Disadvantaged pupils may not fully access the opportunities within 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 |
|---|---|
| Improved reading attainment and engagement among disadvantaged pupils. | NTS assessments show disadvantaged pupils are making progress and improving attainment in line with their peers and specific cohort eg send/fsm send. More pupils overall achieve ARE in reading by year group end. |
| Disadvantaged pupils attend school in line with school and national attendance figures. | Analysis of attendance data shows PP pupils attend in line with others. |
| That all pupils have access to send assessments and targeted interventions as required. That all pupils have access to social, emotional, pastoral support and gain tools for improving well being and emotional regulation. | Pupils' barriers to learning are identified and effective, targeted support is put in place. The impact of these interventions is closely monitored to ensure impact and improved outcomes shown through improved NTS scores. behaviour logs/ incidents show improvements in number or severity of pupil behaviours. |
| Communication and language skills are improving and closing the gap between their peers. | PP pupils in reception are identified early. Quality first teaching and targeted interventions put in place so that |
| All pupils are able to fully engage in all activities | Where needed financial support is provided to ensure that family income does not limit pupil's engagement in the life of the school All children have equal access to all activities. disadvantaged groups are actively encouraged to engage in extra curricular clubs, music lessons and trips. |

