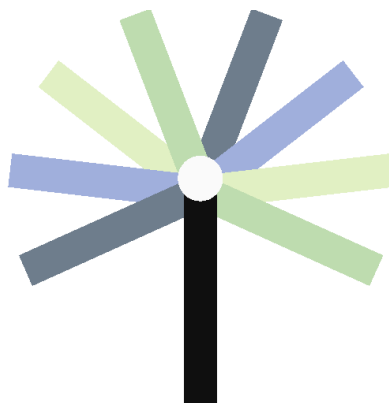


Pupil premium strategy statement



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PARTNERSHIP

School overview

Detail	Data
Number of pupils in school	91 full time
Proportion (%) of pupil premium eligible pupils	43%
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)	2025-2028
Date this statement was published	Sep 2025
Date on which it will be reviewed	Sep 2026
Statement authorised by	S Henshall
Pupil premium lead	S Henshall
Governor / Trustee lead	Mr J Hinson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£66,812
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>	£66, 812

Part A: Pupil premium strategy plan

Statement of intent

Our universal offer:

- We have high expectations and we do not make excuses for our disadvantaged pupils
- We understand the main barriers many of our disadvantaged pupils face and we use strategies to reduce them.
- We use teaching strategies that are most successful for disadvantaged pupils and pupils with SEND and that also work for all other pupils.
- We use research-proven strategies to address any barriers.
- We track how well our disadvantaged pupils are getting on and we know them as people and what they need to be better.

All of our schools will:

- Front load staffing to support children in the early years and ensure that as many disadvantaged children as possible are secure in the prime areas and literacy and numeracy
- Support disadvantaged pupils with their phonics in Reception and Year 1 that are at risk of not passing. We want 100% of our disadvantaged pupils to be successful in reaching this mark.
- Provide an enrichment offer that is wanted and used by disadvantaged pupils.

Our schools will then use any further funding for community specific strategies based on the specific barriers for a significant proportion of their disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged pupils attend school less often and so miss important parts of the curriculum.
2	Not enough disadvantaged pupils acquire the early reading skills that they need quickly enough.
3	Not enough disadvantaged pupils retain the basic knowledge and skills in mathematics that they need to apply to ever more complex problems.
4	Not enough disadvantaged children achieve the expected standard at the end of the Reception year.

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
More disadvantaged children in the early years, both at the end of Nursery and the end of Reception, achieve a GLD.	More than 65% disadvantaged children achieve GLD at the end of Reception
More disadvantaged pupils achieve a pass in the phonics screening check at the end of Year 1.	More than 80% of disadvantaged pupils achieve a pass in the phonics screening check at the end of Year 1, all disadvantaged pupils retaking in Year 2 pass.
Attendance for disadvantaged pupils is high or improving rapidly.	Attendance for disadvantaged pupils is 95% or more.
More disadvantaged pupils achieve ARE at the end of KS1.	More than 60% of disadvantaged pupils achieve ARE at the end of KS1
Disadvantaged pupils feel a sense of belonging in their school and develop their own talents and interests.	All disadvantaged pupils attend a club or other regular enrichment offer.

Activity in this academic year

This section details how we intend to spend our pupil premium funding this academic year to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £33,406.00 (50% of funding)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training on teaching behaviour curriculum to staff	EEF indicates a moderate impact for low cost. It states that universal approaches to classroom management can help prevent disruption – but often require professional development to administer effectively so training for this is needed.	All
Phonics training for all staff	EEF indicates a high impact for a very low cost. Research shows that this needs to be a systematic approach and staff	1, 2

	need to be trained to have the necessary linguistic knowledge and understanding.	
Communication and language focus in the early years, train all to deliver	EEF indicates a very high impact for a very low cost. We use constant training for all teachers and practitioners on how to have high-quality interactions. We also use launchpad for literacy to enable those disadvantaged children who are struggling to keep up do so. This fits with EEF recommendations.	2, 4
Physical development focus in the early years, train all and buy equipment	EEF indicates high impact for a very low cost. Physical development is integrated into wider approaches and in a play-based approach throughout both the inside and outside environment.	4
Mastery learning in mathematics, train all and buy equipment	EEF indicates high impact for very low cost. Teachers need good subject knowledge to be flexible on when and how to deliver the set maths curriculum.	3

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

Budgeted cost: £16,703.00 (25% of funding)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics 1:1s	Phonics tutoring is a high-impact intervention for struggling readers, as indicated by EEF research. It provides targeted support to close gaps.	2
Arithmetic interventions	Targeted small-group or one-to-one interventions have	3

	a high impact, as shown by EEF research, especially when delivered by trained staff.	
Small group catch-up sessions for KS1 reading, writing, and mathematics	This approach allows for focused work on specific learning gaps, directly addressing the challenge of pupils falling behind in core subjects.	1, 3

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

Budgeted cost: £16,703.00 (25% of funding)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Directed time for specific Interventions	Provides flexible support to address individual pupils' social, emotional, and behavioral needs, supported by EEF research on social-emotional learning.	All
Breakfast club for all disadvantaged pupils	EEF guidance highlights the positive impact of breakfast clubs on attendance, behavior, and readiness to learn.	1, All
At least one club per year for each disadvantaged pupil	EEF research on enrichment and extracurricular activities shows they can improve engagement, develop talent, and build a sense of belonging.	5, All
Trust attendance lead time	This dedicated resource allows for targeted work with families to improve attendance, which is a key barrier to learning (Challenge 1).	1
Learning mentor time	A Learning Mentor provides pastoral care and support, addressing social and emotional needs and acting	All, 5

	as a bridge between school and home.	
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Total budgeted cost: £66,812.00

Part B: Review of the previous academic year

Please see separate document for Impact Statement