



Pupil premium strategy statement – Isleham C of E Primary School

This statement details our school's use of pupil 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	204
Proportion (%) of pupil premium eligible pupils	8.82% (18 children currently)
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)	2025/2026 to 2027/2028
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Mr Brough, Headteacher
Pupil premium lead	Mrs Waddingham, Deputy Headteacher
Governor / Trustee lead	Rhian Bond, Governor.

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£35,795
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£35,795



Part A: Pupil premium strategy plan

Statement of intent

At Isleham C of E Primary School, we believe that every child deserves the opportunity to flourish – academically, socially and emotionally, regardless of their background or circumstances. Rooted in our Christian values and inclusive ethos, we strive to nurture the potential of all pupils, with particular focus on those who may face barriers to learning.

We recognise that our children eligible for Pupil Premium funding, including those receiving the Forces Pupil Premium, may encounter unique challenges. These *may* include:

- **Lower starting points in English and Maths**, often linked to reduced early learning experiences.
- **Limited access to enrichment opportunities** outside of school due to financial constraints.
- **Social and emotional vulnerabilities**, including anxiety, low self-esteem, or disrupted routines.
- **Mobility and transition challenges** for children from service families, which can affect continuity in learning and peer relationships.
- **Rural isolation** which can limit access to external support services and wider support network.

Our strategy is informed by the EEF's tiered approach and the DFE's recommended menu of approaches. We focus our Pupil Premium spending across three key areas:

1. **High Quality Teaching.**
2. **Targeted Academic Support.**
3. **Wider Strategies.**

Our strategy is designed to:

- **Close the attainment gap** between disadvantaged pupils and their peers.
- **Provide targeted academic support**, including high-quality teaching and intervention.
- **Enhance pastoral care**, ensuring pupils feel safe, valued, and supported.
- **Promote enrichment and aspiration**, through access to clubs, trips, and cultural experiences.
- **Support families**, fostering strong home-school partnerships and signposting to relevant services



Challenges

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

Challenge number	Detail of challenge
1	<p>Disadvantaged pupils have gaps in early language and communication skills which has an impact on their associated self-regulation skills.</p> <p>In 2024/5 our children in EYFS achieved below national in listening and attention (74%) and speaking (78%).</p> <p>75% of our disadvantaged pupils achieved the expected standard in self-regulation. This is in comparison to 91% of our non-pupil premium students.</p> <p>There is a link between oracy and self-regulation. Self-regulation and expressive language skills are foundational for children's school adjustment, and develop rapidly during the preschool years, between ages 3 to 5. These skills are theorized to develop in tandem, aided by and contributing to one another. On the one hand, young children use expressive language skills to understand, communicate, and manage emotions and behaviours (Cole et al., 2010; Holodynski et al., 2013; Shablack & Lindquist, 2019). On the other, children with stronger self-regulation skills tend to elicit more positive interactions from adults and peers, increasing opportunities to engage in higher quality communicative exchanges (Eisenberg et al., 2005; Raver, 2014).</p>
2	<p>Disadvantaged pupils have poorer academic outcomes than their non-disadvantaged peers.</p> <p>In 2024/5 75% of our disadvantaged pupils in Y1 passed the phonics screening. This is above national (68%) but there was a 6% gap between their non-pupil premium counterparts (81%)</p> <p>In 2024/5 28.6% of our KS2 disadvantaged pupils met the expected standard in R,W,M (combined) compared to 60.9% of their non-disadvantaged peers. There was a 32.3% gap. Nationally in 2024/5 there was 22% gap.</p> <p>In 2024/5 57.1% of disadvantaged pupils reached the expected standard in reading. This is lower than their non disadvantaged peers (91.3%). Nationally in 2024/5 there was a 18% gap whereas at Isleham the gap was greater (34.2%).</p> <p>In 2024/5 50% of disadvantaged pupils reached the expected standard in writing. This is lower than their non disadvantaged peers (65.2%) Nationally</p>



	<p>there was a 19% gap (from 2024/5 data) and 59% of disadvantaged pupils achieved the expected standard in writing. As a result, Isleham disadvantaged children attained less than their peers nationally.</p> <p>In 2024/5 57.1% of disadvantaged pupils reached the expected standard in maths. This is lower than their non disadvantaged peers (82.6%) Nationally in 2024/5 there was a 19% gap and 61% achieved age related expectations. Therefore at Isleham our disadvantaged children attain less than their peers nationally and the gap is wider at 25.5%</p> <p>https://explore-education-statistics.service.gov.uk/find-statistics/key-stage-2-attainment/2024-25#dataBlock-4247c03b-77b2-4b7f-a307-d61b8cc919f0-tables</p>
3	<p>Emotional wellbeing concerns for disadvantaged children, including anxiety, bereavement, family conflict and low self-esteem.</p> <p>In the academic year 2024/5 25 children received pupil premium. Of these, 44% received wellbeing support directly from our trained ELSA, Mrs Norbury. This figure rose to 55% discounting children in receipt of the Forces Pupil Premium.</p>
4	<p>Poorer attendance patterns and more persistent absence for disadvantaged pupils.</p> <p>In 2024/5 our attendance data showed that attendance among disadvantaged pupils was:</p> <ul style="list-style-type: none"> • 92.91% overall • 5.95% authorised absence • 1.15% unauthorised absence. <p>This is compared to our non disadvantaged pupils:</p> <ul style="list-style-type: none"> • 94.97% overall • 4.35% authorised absence • 0.69% unauthorised absence. <p>Nationally, the absence rate across 2024/5 was 10.6% for pupils who are eligible for free school meals and 5.4% for pupils who are not free school meals. Our disadvantaged children attend more than national however, the gap still persists.</p>



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
1. Improved oral language and vocabulary skills for disadvantaged pupils.	<ul style="list-style-type: none"> - EYFS/KS1 pupils show accelerated progress in speech and language skills. - This is evident when triangulated with other sources of evidence e.g. observations and formative assessment information.
2. Improved attainment in reading, writing and maths.	<ul style="list-style-type: none"> - Outcomes show that disadvantaged pupils attain in line with KS2 end of year expectations: <ul style="list-style-type: none"> • Reading – 62% • Writing – 58% • Maths – 59% - Where a pupil does not meet the expected standard (e.g. due to a co-occurring need such as SEND) then internal data shows that disadvantaged pupils are making expected progress from their starting points.
3. Enhanced emotional wellbeing.	<ul style="list-style-type: none"> - Triangulation of evidence show improved resilience, wellbeing or engagement. E.g. Pupil voice, pastoral records, parental views.
4. Improved attendance.	<ul style="list-style-type: none"> - Consistent high attendance demonstrated by: <ul style="list-style-type: none"> - Reduction in persistent absence rates. - The overall unauthorised absence rate for all pupils being no more than 1% and the attendance gap is narrowed.



Activity in this academic year

This 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: £14,660

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation of the EEF great talking project in EYFS and KS1.	According to research, 'the average impact of oral language interventions is approximately an additional six months' progress over the course of a year' (EEF).	1
CPD on evidence-based literacy and numeracy strategies so that teachers are using effective strategies consistently across classes.	"Good teaching is the most important lever schools have to improve outcomes for disadvantaged children." (EEF)	1,2
Purchase of a systematic handwriting scheme to aid writing attainment.	"Good teaching is the most important lever schools have to improve outcomes for disadvantaged children." (EEF)	2
CPD and coaching for TAs to ensure that they deliver Little Wandle with fidelity to the programme.	Evidence consistently shows that the effective teaching of systematic synthetic phonics can 'support younger pupils to make on average an additional five months' progress to peers who are not taught to read using this approach' (EEF).	2
Little Wandle reading groups across EYFS, Year 1 and Year 2	Evidence consistently shows that the effective teaching of systematic synthetic phonics can 'support younger pupils to make on average an additional five months' progress to peers who are not taught to read using this approach' (EEF).	2
Developing high quality assessment to ensure that	Summative assessments provide systematic evidence to teachers about their students'	2



assessment is accurate.	<p>learning and achievements (Kanjee & Sayed, 2013)</p> <p>The review of classroom assessment initiated by ARG, and carried out by Black and Wiliam (1998), indicated that assessment used for formative purposes benefits teaching and learning, and raises standards of student performance.</p>	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £13,950

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Implementation of evidence based interventions to support children to narrow the attainment gap. E.g.</p> <ul style="list-style-type: none"> - Little Wandle Catch Up. - First Class & Number - Toe by Toe 	<p>he average impact of the small group tuition is four additional months' progress on average, over the course of the year. Studies in England have shown that pupils eligible for free school meals typically receive additional benefits from small group tuition. (EEF)</p>	2
<p>Deployment of teaching assistants for the Little Wandle Rapid Catchup programme in Y2-6 and Keep Up Catch up in EYFS and Year 1.</p>	<p>Evidence consistently shows that the effective teaching of systematic synthetic phonics can 'support younger pupils to make on average an additional five months' progress to peers who are not taught to read using this approach' (EEF)</p>	2



Implementation of the EEF 'Great Talking' Project with the aim of developing language and communication skills for disadvantaged pupils who have relatively weak spoken language skills.	Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment. (EEF)	1

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

Budgeted cost: £7185

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA sessions delivered to identified pupils.	EEF (+ 4) guidance states that Social and emotional approaches have a positive impact of up to +4 months of additional progress in academic outcomes over the course of an academic year. Children who can self-regulate effectively and whose social, emotional and mental health needs are effectively supported, are more likely to achieve well in their learning. (EEF)	3
Train staff in supporting wellbeing and self-regulation. E.g. Through the implementation of Zones of Regulation.	EEF (+ 4) guidance states that Social and emotional approaches have a positive impact of up to +4 months of additional progress in academic outcomes over the course of an academic year.	3



Subsidised access to trips, clubs and enrichment	<p>Nuffield Foundation Report (2016) finding that after school club attendance was associated with positive academic and social outcomes for disadvantaged children</p> <p>EEF considers that 'all children, including those from disadvantaged backgrounds, deserve a well rounded culturally rich education' (EEF). 'Supporting parents towards subsidising these activities allows pupils to broaden their horizons and access new situations and experiences that otherwise might have been limited' (EEF).</p>	All.
Whole school attendance strategy with monitoring, adaptations and family support.	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> <p>EEF guidance states that non-academic interventions, such as improving pupils' attendance, are often vital in boosting attainment</p>	4
Contingency fund for acute issues.	Small amount set aside to respond quickly to needs that have not yet been identified.	All.

Total budgeted cost: £ 35,795



Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

The data demonstrated that our disadvantaged pupils achieved the following:

Assessment	Pupil Premium	Non Pupil Premium
EYFS Profile (GLD)	75%	65.25%
Year 1 phonics screening	75%	80.8%
Year 4 MTC	21.4 (average score)	23.48 (average score)
Year 6 W,R,W (combined)	28.6%	60.9%
Year 6 – reading	57.1%	91.3%
Year 6 – writing	28.6%	65.2%
Year 6 – maths	57.1%	82.6%
Year 6 – GPS	57.1%	78.3%

To help us gauge the performance of our disadvantaged pupils we compared their results to those for disadvantaged and non-disadvantaged pupils at national and local level and to results achieved by our non-disadvantaged pupils (though we know that pupils included in the performance data will have experienced some disruption due to Covid-19 earlier in their schooling, which will have affected individual pupils and schools differently).

The data demonstrates that our disadvantaged children achieved well in EYFS but that the gap between our disadvantaged and non-disadvantaged peers widens as the children get older.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The data demonstrated that 44% of our disadvantaged pupils received ELSA support. This highlights the need for continued wellbeing strategies.

School also contributed 2/3 of the cost to wider enrichment opportunities to support access to activities such as trips and visitors.

Based on all the information above, the performance of our disadvantaged pupils met expectations in EYFS but the new Pupil Premium Strategy for 2025-8 needs to focus on narrowing the gap for all.



We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year. The Further Information section below provides more details about our planning, implementation, and evaluation processes.

Externally provided programmes

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

Programme	Provider

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***

Last academic year 5 children were recipients of the Service Pupil Premium. It was used to contribute 2/3 of the cost of trips for pupils.

High Quality Teaching enabled the service pupil premium children to attain well:

- Year 1 child (expected in all)
- Year 1 child (GDS in reading and maths. Expected in writing)
- Year 6 child (expected in reading)
- Year 5 child (expected in all)
- Year 4 child (GDS in reading and maths. Expected in writing)

The impact of that spending on service pupil premium eligible pupils

As above.



Further information (optional)

Out pupil premium strategy will be supplemented by additional activity that is not being funded by the pupil premium. That will include:

- Offering a wide variety of high-quality extracurricular activities to boost wellbeing and aspiration.
- Regular coaching and mentoring staff in the implementation of Little Wandle. This will ensure that all children will receive high quality phonics and early reading experiences.
- High quality free uniform on offer in the school foyer.
- New high-quality books and refreshed library so that all children can access high quality texts.

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.