Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery 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
School name	St. Faith's CE Primary School
Number of pupils in school	144
Proportion (%) of pupil premium eligible pupils	2.77% (3PP, 1PLAC)
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	2025-26
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Benjamin Bond- HT
Pupil premium lead	Benjamin Bond- HT
Governor	Helen Brocklehurst, Chair of SIACC

Funding overview (PLACx1 and PPx3)

Detail	Amount
Pupil premium funding allocation this academic year	£5,660
Recovery premium funding allocation this academic year	£0
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	£5,660

Part A: Pupil premium strategy plan

Statement of intent

At. St. Faith's, we believe that all are made of equal value, and because of this deserve an equitable learning provision to fulfil their potential: "…for in Jesus Christ you are all children of God through faith … There is neither Jew nor Greek, male nor female, slave nor free, for you are all one in Christ Jesus." **Galatians 3:26–28**

In light of this, we firmly believe that the small number of disadvantaged pupils at St. Faith's should be supported to eliminate any potential disadvantage caused by their background or any ongoing external challenges. One of the ways we do this is through the effective spending of Pupil Premium Funding. We also consider this a multi-year strategy to ensure consistent application which is more beneficial to the children and their families.

We aim to spend the funding to:

- Ensure that the children have unhindered access to Quality First Teaching; by providing adaptations required to overcome barriers to success in the classroom
- Provide additional support above and beyond ordinarily available provision in the classroom; this might be in form of additional adult support, targeted invention work or pre-teaching learning activities to accelerate progress
- Ensure that there are ongoing provisions to support the social and emotional developmental needs of disadvantaged pupils as and when they arise; we invest in our ELSA provision to ensure that emotional and behavioural support is available
- Ensure that pupils have equitable access to extra-curricular and enrichment activities in the form of funded sports, outdoor activities, arts experiences, music lessons and school trips
- Ensure each pupil is treated with the utmost respect as an individual, adapting provision and support, which is dependent on their specific barriers to success

The academic and social development of pupils in receipt of the Pupil Premium is prioritised both at a strategic (by those responsible for leadership and governance) and operational level (by those responsible for teaching and learning).

The key principles of our strategy plan are that we will:

- Ensure no child misses out due to disadvantage.

- Explicitly teach ambitious, high-quality vocabulary across the curriculum in both core and foundation subjects and ensure children have the skills to read fluently and use subject-specific, technical language.

- Support mental health and wellbeing – in the form of ELSA support and day-to-day support from staff at school - to enable children to access learning.

- Provide a rich, broad and balanced, cross-curricular learning platform, where high expectations are set for all children, in line with our school improvement goals.

Challenges

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

Challenge number	Detail of challenge
1	Many of our disadvantaged children joined St. Faith's part-way through their primary education meaning that they may have gaps in their learning which need addressing. Although most children are currently meeting ARE, this must be closely monitored to ensure continued progress in line with expectations.
2	Some of our disadvantaged children in receipt of Pupil Premium funding have lower self-esteem and require a more comprehensive induction
3	Some of our disadvantaged children have financial circumstances which could potentially limit their access to enrichment and extra-curricular activities/experiences

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
Gaps in learning identified and addressed and continued progress made in line with expectations.	✓ Initial assessments completed for individual pupils ✓ Planned provision tailored to individual needs ✓ Provision successfully delivered and monitored ✓ Progress reviewed and monitored in Securing Progress meetings and documentation ✓ PP children to remain a focus and priority during assessment windows
Increased self-esteem	✓ ELSA provision available for all pupils with PP ✓ Self-esteem increased through small group and 1:1 work, as demonstrated in the Wellbeing Tracker and monitoring list.
Engagement with a range of extra-curricular activities and experiences	✓ 100% of PP children to be offered access to enrichment and extra-curricular activities, including music lessons, after-school clubs, trips and residential activities.

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: £1,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Training from Hampshire Educational Psychologist around learning behaviours and curriculum adaptations for all	Effective approach, as verified in the EEF toolkit	1, 2
Securing progress meetings and documentation	Securing progress documentation, Venn diagram documentation, assessment outcomes and book look outcomes	1, 2

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

Budgeted cost: £1,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Assessment using: 1. Sandwell Early Numeracy Test	1. Test used by EEF when measuring the effectiveness of maths programmes e.g. 1stClass@Number and Maths Counts	1
Continued provision of the Lexia reading programme	Proven effective programme at the school, verified by EEF EEF – Using Digital Technology to improve learning. https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/digital	1, 2
Continued provision of Spelling Frame	Proven effective programme at the school, verified by EEF EEF – Using Digital Technology to improve learning. https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/digital	1, 2
Continued provision of TT Rockstars	The EEF Guide to Supporting School Planning: A tiered approach to 2020-21 https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/The_EEF_guide_to_supporting_school_planning_-_A_tiered_approach_to_2020-21.pdf EEF – Using Digital Technology to improve learning. https://educationendowmentfoundation.org.uk/educationevidence/guidance-reports/digital	1, 2
1:1 focussed support on individuals' personal needs (reading, writing or maths)	Effective approach, as verified in the EEF toolkit	1, 2

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

Budgeted cost: £2,500

ELSA time to focus on individuals' personal needs (pastoral)	Effective approach, as verified in the EEF toolkit	1, 2, 3

Financial support for extra-curricular and enrichment activities	Effective approach, as verified in the EEF toolkit Addressing Educational Disadvantage in schools and colleges: The Essex Way. Rowland, M. (2021). Woodbridge: John Catt Educational Ltd. Evidence from here supports the importance of inclusion.	2, 3

Total budgeted cost: £5,660

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

2024-2025 data results:

- 75% of children eligible for Pupil Premium Funding achieved ARE+ in Reading (50% GDS)
- 75% of children eligible for Pupil Premium Funding achieved ARE+ in Writing
- 75% of children eligible for Pupil Premium Funding achieved ARE+ in Maths (25% GDS)

Emotional, social and behavioural development:

All children developed socially and emotionally across the previous academic year, and this supports their academic achievement. All children have maintained positive relationships with peer groups and adults within school. CPOMS entries for these children are tracked and monitored.

Continued work with outside agencies (such as Hampshire Educational Psychologists, training for bereavement and EMTAS) has supported staff to improve their skills and expertise in order to better support these children in relation to common needs and barriers facing some of our pupils who receive PP funding (for example, bereavement, emotional resilience, self-confidence and attachment).

Enrichment:

- PP children were involved in extra-curricular clubs and activities, including peripatetic music lessons
- The continued use of technology across the curriculum has enabled PP pupils to further develop their reading and number skills (in school and at home).

Attendance:

- 25% of pupils (1/4) over 96%
- 50% of pupils (2/4) over 90%
- 25% of pupils (1/4) at 89%

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

Lexia® Core5® Reading	Lexia Learning Systems LLC
Spelling Frame	https://spellingframe.co.uk/
TT Rockstars	https://ttrockstars.com/