Pupil Premium Strategy Statement

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 effect that last year's spending of pupil premium had within our school.

School Overview

School Name	Pytchley CofE Primary
Number of Pupils in School	87
Proportion (%) of Pupil Premium Eligible Pupils	20.7%
Academic Year / Years that Our Current Pupil Premium Strategy Plan Covers	2024/2025 to 2026/2027 *Y2 of the plan (2025 -26)*
Date this Statement was Published	December 2025
Date on Which it will be Reviewed	6th April 2026 6th July 2026 5th December 2026
Statement Authorised By	Trust AIO
Pupil Premium Lead	Tessa Litchfield
Trustee Lead	Chair of Trustees

Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£25,336.11
Pupil premium funding carried forward from previous years (enter £0.00 if not applicable)	£ 0.00
Total budget for this academic year	£ 25,336.11

Part A: Pupil Premium Strategy Plan

Statement of Intent

We aim for every child, within our school, to experience an excellent education and to realise their God-given potential to flourish. Through our school vision of ***'With God all things are possible.'*** Matthew 19:26 Improving the achievement of disadvantaged pupils is integral to all key priorities in our improvement plan relating to the quality of education.

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress across all subject areas. Our goal is to ensure that no child is left behind socially, or academically because of disadvantage.

We fully embrace research evidence regarding effective spending of pupil premium funding to focus on the challenges identified for our disadvantaged pupils including those pupils who are vulnerable and need extra support e.g. pupils who are or have been in contact with a social worker.

Our three- tiered approach has high quality teaching at the core of our pupil premium strategy proven to have the greatest impact on closing the disadvantage gap and at the same time will benefit the non-disadvantaged pupils in our school.

In addition to discussions, observations and responsive teaching, we use a range of assessments including standardised scores and gap analyses to identify specific areas to be addressed to enable our disadvantage pupils to achieve. All colleagues take responsibility for our whole school approach for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

At all times we will:

- Ensure disadvantaged pupils are challenged in the work they are set
- Act early to intervene at the point of need as identified
- Ensure that all colleagues take responsibility for our whole school approach for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

Challenges

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

Challenge Number	Detail of Challenge	Links to Tiers
1	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.	1,2
2	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties in developing and applying their key	1,2

	reading strategies to reading comprehension in KS2 than their peers in readiness for secondary school.	
3	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties in developing their knowledge of language, gained from stories, plays, poetry, non-fiction and textbooks to support their ability as writers in KS2 in readiness for secondary school.	1,2
4	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.	1, 2
5	Internal and external (where available) assessments indicate that math's attainment among disadvantaged pupils is below that of non-disadvantaged pupils. On entry to Reception in the last two years 75% of our disadvantaged children were below the expected starting point.	1, 2
6	Our assessments (including well-being surveys), observations and discussions with pupils and families have identified social and emotional issues for many pupils. We are also aware of the impact the "cost of living" crisis is having on families. Children from disadvantaged families are accessing less enrichment activities outside of school. Teacher referrals for support have markedly since the pandemic. 11 pupils (7 of whom are disadvantaged) currently require additional support with social and emotional needs, requiring small group intervention or 1:1 support.	3
7	Our attendance data over the last year indicates that attendance at extra-curricular activity (Wrap-a-around care) for disadvantaged pupils is lower than for non-disadvantaged pupils and as a result opportunities to increase cultural capital may be missed.	3
8	Our attendance data between 2021/22 and 2023/24 indicates that attendance among disadvantaged pupils has been between 2.6% and 3.3% lower than for non-disadvantaged pupils. 29.4%-30% of disadvantaged pupils have been 'persistently absent' compared to 17.9%-20.5% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.	3

Intended Outcomes

This explains the outcomes you are aiming for **by the end of our current strategy plan (2026/27)** and how you will measure whether they have been achieved.

*Precise percentages are not included due to the low numbers of disadvantaged children in each year.

Intended Outcome	Challenge Number	Success Criteria
Improved phonics outcomes for disadvantaged pupils.	1	Phonics outcomes by the end of 2025/26 and 2026/27 show that the majority* of disadvantaged pupils met the expected standard in the phonics screening check.
Improved reading attainment among disadvantaged pupils at the end of KS2.	2	KS2 reading outcomes by the end of 2026/27 show that the majority* of disadvantaged pupils meet the age-related expected standard.
Improved writing attainment among disadvantaged pupils at the end of KS2.	3	KS2 writing outcomes by the end of 2026/27 show that the majority* of disadvantaged pupils meet the age-related expected standard. The majority* of disadvantaged pupils meet the yearly milestones detailed in our trust writing progression.
Improved oral language skills and vocabulary among disadvantaged pupils.	4	Assessments and observations indicate significantly improved oral language and vocabulary among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved maths attainment for disadvantaged pupils at the end of KS2. Improved MTC attainment for disadvantaged pupils in Year 4.	5	KS2 maths outcomes by the end of 2026/27 show that the majority* of disadvantaged pupils meet the age-related expected standard. The majority* of disadvantaged pupils in Year 4 pass the MTC.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils	6,7	Sustained high levels of wellbeing demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • a significant increase in participation in enrichment activities – including wrap-around care, particularly among disadvantaged pupils.

		• outdoor learning, including forest school environment, is used to support children with their emotional well-being.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	8	Sustained high attendance by the end of 2026/27 demonstrated by: • the overall absence rate for all pupils being in line/above national and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being maintained from 2024/25 (As a result persistent absenteeism is reduced further)

Activity in this Academic Year

This details how you intend to spend your school's pupil premium **this academic year** to address the challenges listed above.

Tier 1: Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £5069.30

Activity	Evidence that Supports this Approach	Challenge Number(s) Addressed
Purchase of standardised tests (Hodder) and MARK/Boost Insights analysis for reading and maths.	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests | Assessing and Monitoring Pupil Progress | Education Endowment Foundation | EEF	2,5
Improving quality first teaching (QFT) by focusing on Rosenshine's Principles in Action. We will continue to: • Access Trust CPD • Commission the external teaching and learning partner to coach staff throughout the year focusing on QFT • Maintain a strong focus on QFT in our internal CPD programme.	The single biggest school-based factor in improving outcomes for children is the quality of teaching. The impact of high-quality teaching on pupil outcomes is 3x that of any other school-based factor *(EEF)*	1, 2, 3, 4, 5
Continue to use a DfE validated Systematic Synthetic Phonics	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of	1

programme to secure stronger phonics teaching for all pupils. We will continue to: • Work alongside the English Hub coach to improve teaching of phonics • Provide regular non-contact time for our Phonics Lead to work with class teachers, TAs and external partners. • Ensure teachers and TAs receive regular updated training	word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics | Toolkit Strand | Education Endowment Foundation | EEF	
To continue to improve our whole school approach to the teaching of reading using the teaching sequence, quality texts and progression documents. We will continue to: • Access Trust CPD on reading and the teaching sequence • Maximise support from the Trusts' English partner • Provide regular non-contact time for our English SL to work with class teachers, TAs and external partners. • Work with other schools across the Trust to moderate and improve our standards in reading • Implement a new curriculum for reading - with Trust wide CPD and the development of Hub working to strengthen implementation.	The single biggest school-based factor in improving outcomes for children is the quality of teaching. The impact of high quality teaching on pupil outcomes is 3x that of any other school-based factor *(EEF)*	2
To continue to improve our whole school approach to the teaching of writing using the teaching sequence, quality texts and progression documents. We will continue to: • Access Trust CPD on writing and the teaching sequence • Maximise support from the Trusts' English Partner • Provide regular non-contact time for our English SL to work	The single biggest school-based factor in improving outcomes for children is the quality of teaching. The impact of high quality teaching on pupil outcomes is 3x that of any other school-based factor *(EEF)*	3

with class teachers, TAs and external partners. • Work with other schools across the Trust to moderate and improve our standards in writing • Implement a new curriculum for writing - with Trust wide CPD and the development of Hub working to strengthen implementation.		
To continue to improve our whole school approach to the teaching of White Rose Maths focusing on fluency, reasoning and problem solving. We will continue to: • Access Trust CPD on maths • Maximise support from the Trusts' Maths partner • Provide regular non-contact time for our Maths SL to work with class teachers, TAs and external partners. • Work with other schools across the Trust to moderate and improve our standards in maths • Implement Gareth Metcalfe – 'I See Maths' reasoning and problem solving for maths and the development of Hub working to strengthen implementation.	The single biggest school-based factor in improving outcomes for children is the quality of teaching. The impact of high-quality teaching on pupil outcomes is 3x that of any other school based factor *(EEF)*	5

Tier 2: Targeted Academic Support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £8669.86

Activity	Evidence that Supports this Approach	Challenge Number(s) Addressed
Purchase annual subscriptions for reading and maths interventions – Nessy, Literacy Gold, TTRS	Small group teaching for reading can sometimes be more effective than either 1:1 or paired tuition. *(Teaching & Learning Toolkit: EEF).*	2, 5
Additional phonics sessions are targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub following systematic keep up and catch up interventions provided by Little Wandle.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics | Toolkit Strand | Education Endowment Foundation | EEF	1
Additional reading sessions targeted disadvantaged pupils who require further reading support.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition | EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF	2
1:1 writing conferences with class teachers for disadvantaged pupils to work on specific targets.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition | EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF	3
Provide oral language and communication interventions for children which: • target reading aloud and book discussion • explicitly extend pupils' spoken vocabulary	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: Oral language interventions | EEF (educationendowmentfoundation.org.uk)	4

• use structured questioning to develop reading comprehension • use purposeful, curriculum-focused, dialogue		
Small group and 1:1 maths sessions targeted at disadvantaged pupils who require further maths support.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition | EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition | Toolkit Strand | Education Endowment Foundation | EEF	5

Tier 3: Wider Strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost:11,596.95

Activity	Evidence that supports this approach	Challenge Number(s) addressed
PSHE approaches to include mental first aid, Drawing and Talking, protective behaviours and Emotion Coaching. Behaviour management and anti-bullying approaches will continue to be coached and trained with the aim of developing our school ethos and maintaining behaviour across school.	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions | EEF (educationendowmentfoundation.org.uk)	6,7,8
Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	8
Additional support (alongside sports funding) targeted at providing extra-curricular opportunities for disadvantaged pupils. Funding extra-curricular musical tuition to include 1:1	Summer/holiday support can also focus on a wide range of outcomes, such as confidence and wellbeing, and include a wide range of activities such as sports, music and dramas that children might have missed out on during lockdowns.	6,7

instrumental, accessing trips and theatre experiences.		

Total budgeted cost: *£25,336.11*

Part B: Review of Outcomes in the Previous Academic Year

Pupil Premium Strategy Outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Our internal assessments during 2024/25 suggested that the performance of disadvantaged pupils in comparison to their peers has continued to strengthen overall but this is not yet consistent across all three areas of the core curriculum and therefore the outcomes we aimed to achieve in our previous strategy by the end of 2024/25 were therefore not fully realised.

In Reading, outcomes for disadvantaged pupils are below non-disadvantaged pupils. However, the gap that was identified in 21/22 is closing due to the rigorous intervention programmes that have been in place since that time. Pupil premium funding was used for additional focused training in 24/25 which helped optimise these interventions and ensured that disadvantaged pupils made accelerated progress. Our analysis tells us that the programme of targeted interventions needs to be maintained to ensure these improved outcomes are sustained over time this includes for phonics with our internal data showing that disadvantaged children are scoring below their non-disadvantaged peers both in school and nationally.

In Mathematics, outcomes for disadvantaged pupils have continued to rise and the attainment gap is closing but is not yet fully addressed. Some disadvantaged pupils have not yet achieved fluency in arithmetic. Our monitoring tells us that coaching model that was enabled by the PP grant (Tier 1 – 23/24) has significantly improved the teaching of arithmetic but the full impact on outcomes will not be seen until 25/26. Data from 24/25 MTC assessments showed that disadvantaged pupils were achieving an average score slightly above non-disadvantaged pupils both in school and nationally.

In Writing, the gap between disadvantaged pupils and their peers has narrowed since 21/22 but remains significant. Progress accelerated in LKS2 during 23/24 due to the focused intervention programme on spelling and grammar but the overall impact of in class support was not as effective as we had intended. Writing will therefore be a key focus of our latest plan and will include a school/trust wide writing scheme that focuses on small steps.

The impact of the FSW appointment and increased staff awareness/expectations regarding attendance has continued to be significant.

- *In 24/25, average attendance of disadvantaged pupils increased from 92.7% to 94.1%. This is now in line with non-disadvantaged pupils and above the national average.*

- *The proportion of disadvantaged children who were classed as persistently absent has shown a falling trend and dropped from 36.3% to 13.0%. This is significantly below the national average and below when compared to non-disadvantaged pupils.*
- *In 21/22 disadvantaged pupils missed 28 sessions due to suspensions, this dropped to 9 sessions by the end of 23/24. There were no suspensions during the 24/25 academic year. This is the result of staff training and a consistent approach to behaviour management by all staff. Parents are now also on board with the latest behaviour policy.*

Our monitoring indicates that mental health and overall well-being concerns are still a barrier to learning for some of our disadvantaged pupils. Implementing strategies that came out of the emotion coaching CPD in 23/24 as well as our own observations, will therefore form a key aspect of our new plan.

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
White Rose Maths	White Rose Maths
Times Tables Rockstars	Maths Circle Ltd
Nessy – spelling and reading programme	Nessy
Kapow – music, french, computing	Kapow
Complete PE	Complete PE

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?	Acces to trips and extra curricular activities Pastoral 1:1 support
What was the impact of that spending on service pupil premium eligible pupils?	Improved wellbeing and supported the transition to secondary school. Helped with social skills and building friendships

Further Information (Optional)

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

Offering additional high-quality extra-curricular activities to boost wellbeing, attendance and aspiration. Activities will focus upon sporting experiences in school. These are delivered by sports clubs/sports persons and will signpost children to new activity. Also, attendance at sporting competition and inter school events. Where pupil premium is not being used for this the above is funded via the sports and pe funding.