Pupil premium strategy statement Fleggburgh 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	54
Proportion (%) of pupil premium eligible pupils	19%
Academic year that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Hayley Sonnex Executive Headteacher
Pupil premium lead	Hayley Sonnex
Governor	Graham Johnston

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£15,150
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*	£15,150

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding to help us achieve and sustain positive outcomes for our disadvantaged pupils. Whilst socio-economic disadvantage is not always the primary challenge our pupils face, we do see a variance in outcomes for disadvantaged pupils across the school when compared to their peers (and those who join us at similar starting points).

At the heart of our approach is quality first teaching focussed on areas where disadvantaged pupils require it most, targeted support based on robust diagnostic assessment of need, and helping pupils to access a broad and balanced curriculum.

Although our strategy is focused on the needs of disadvantaged pupils, it will benefit all pupils in our school where funding is spent on whole-school approaches. Implicit in the intended outcomes detailed below, is the intention that outcomes for non disadvantaged pupils will be improved alongside progress for their disadvantaged peers.

We will also provide disadvantaged pupils with support to develop independent life and social skills and continue to ensure smooth transitions as they move through the school and on to high school. Supporting good attendance is another key strategy.
Our strategy will be driven by the needs and strengths of each pupil, based on formal and informal assessments, not assumptions or labels. This will help us to ensure that we offer them the relevant skills, knowledge and experiences they require to maximise the opportunities their time with us offers.

Challenges

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

Challenge number	Detail of challenge
1	Pupils make less progress from their starting points when entering the school. Whilst the types of barriers to learning and the difficulties disadvantaged pupils experience vary, their overall academic progress depends on well-targeted interventions and support. Disadvantaged children do not always achieve as well as their peers in reading, writing and maths.
2	Speech language and communication skills are less developed.
3	Attendance of disadvantaged pupils is lower than non-disadvantaged pupils.
4	Mental and emotional well-being of pupils has become a school wide concern.

5	Through observations and discussions we find that some of our disadvantaged pupils may have fewer opportunities to develop cultural capital outside of 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 progress and attainment for disadvantaged pupils, across the curriculum, relative to their starting points as identified through baseline assessments. Attainment gaps are targeted and addressed through quality first teaching and focused intervention.	Performance data demonstrates good rates of achievement for the majority of disadvantaged pupils.
Disadvantaged pupils in the Early Years (with the exception of those with significant SEND) meet the expected standard for communication and language by the end of reception.	EYFS data and assessments evidence good progress.
Improve the attendance of disadvantaged pupils.	School attendance data shows that the attendance of disadvantaged pupils is in line with the attendance of non-disadvantaged pupils.
Improve mental and emotional well-being of pupils.	Pupils receive the support that will equip them with strategies to deal with issues that could impact on their ability to focus in a classroom, thereby impacting on their progress.

Activity in this academic year 2025-2026

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: £ 1600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase online CPD training packages for all staff to ensure regular, up to date professional development	EEF Guidance to Effective Professional Development: https://educationendowmentfoundation.org.uk/education-evidence/guidance reports/effective-professional development	1, 2, 4
Targeted resources for pupils with SEN	EEF Special Educational Needs in Mainstream Schools Guidance Report	1, 2

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

Budgeted cost: £ 12,550

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pay for resources and training to allow Teaching Assistants to deliver effective intervention programmes	EEF Teaching and Learning Toolkit – Teaching Assistant Interventions https://educationendowmentfoundation.org.uk/education-evidence/teaching learning-toolkit/teaching-assistant interventions	1, 2, 4
Fund additional staff to support pupils, including high attainers, on a one to one basis	EEF Teaching and Learning Toolkit – One to One Tuition https://educationendowmentfoundation.org.uk/education-evidence/teaching learning-toolkit/one-to-one-tuition	1, 2
Resource and embed DfE phonics programme to ensure strong phonics teaching	EEF Teaching and Learning Toolkit – Phonics https://educationendowmentfoundation.org.uk/education-evidence/teaching learning-toolkit/phonics	1

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

Budgeted cost: £1,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school CPD on attendance with Inclusive Attendance	Working together to improve school attendance DfE August 2024	3, 4
To support low income families by providing essential resources, such as book bags, uniform, and funding for school trips	This ensures all pupils have equal opportunities, regardless of their circumstances	5
To provide whole school enrichment designed to provide opportunities and experiences outside the standard curriculum.	Many of our children have limited opportunities to enjoy wider enriching experiences. These experiences increase well-being and help children to develop social and communication skills, which, in turn, help them to make better progress in the classroom	1, 4

Total budgeted cost: £ 15,150

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Due to the size of the school there are small numbers of disadvantaged pupils in each year group therefore each child represents a large percentage. There were low numbers of disadvantaged pupils in Year 6 in 2025.

100% met the expected standard for RWM combined

100% met the expected standard in Reading

100% met the expected standard in Writing

100% met the expected standard in Maths

In this data disadvantaged pupils performed better than non-disadvantaged pupils.

Attendance for disadvantaged pupils is slightly lower than non-disadvantaged pupils, but this is based on very low pupil numbers.