

Pupil premium strategy statement – Spreyton 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	29
Proportion (%) of pupil premium eligible pupils	24%
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)	September 2026 – July 2029
Date this statement was published	1 st September 2026
Date on which it will be reviewed	1 st September each year
Statement authorised by	Executive Head Alison Mackey
Pupil premium lead	Emma Donne
Governor / Trustee lead	Chris Dack

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£11320
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>	£11320

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

- *What are your ultimate objectives for your disadvantaged pupils?*
- *How does your current pupil premium strategy plan work towards achieving those objectives?*
- *What are the key principles of your strategy plan?*

Challenges

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

Challenge number	Detail of challenge
1	Ensuring that disadvantaged pupils, who are identified early as high achievers continue to keep in line with all high achieving pupils.
2	Fine tuning teaching even further to ensure forensic approach to identifying gaps for pupils
3	Interventions target gaps and the children's needs effectively
4	Attendance of identified PPG children
5	Aspirations of home learning environment
6	Challenges in the home environment compared to the school environment with regards of boundary setting.

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
To enable all children eligible for PP to achieve at least expected standards and to make at least expect progress. Where PPG children leave KS1 tracked to ensure accelerated progress	% of PP children achieving "Good Level of Development" is in line with national. % PP children passing Phonics Screening test is in line with national.

	% PP children achieving expected standard or Greater Depth at KS1 and KS2 is in line with national.
To improve attendance of children who are eligible for PP	Close monitoring of attendance of this group. Regular meetings with parents of children who fall below 95%. Intervention from EWO for persistent absence.
To improve the behaviour and social/emotional well-being of our most vulnerable PP children	Vulnerable children are supported to access learning more effectively. As a result, children achieve more learning time and impact less on other children in the school.
To ensure those PP children who are identified early as high achieving continue to meet targets se through giving additional enrichment opportunities and immersing them in a culture of high expectation.	Children have opportunities to attend extra-curricular clubs, e.g. music, sports art and drama, and to provide them with a rich curriculum. Ethos of high expectations in all classes for all children .

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: £5995

Activity	Evidence that supports this approach	Challenge number(s) addressed
High quality professional development and coaching for teachers and TAs to ensure high quality teaching, learning and assessment, particularly to meet the needs of the PP children	EFF toolkit identifies the following strategies are being particularly effective: • Collaborative learning (moderate impact) • Feedback (high impact) • Mastery learning (moderate impact) • Meta-cognition and self-evaluation (high impact) • Peer tutoring (moderate impact)	1 and 2

Ed Psychologist advises on individual children and whole school School focus on outstanding teaching through role of Head of School	- Phonics teaching (moderate impact) - Reading comprehension strategies (moderate impact) - PP books marked first Feedback given first	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £2997

Activity	Evidence that supports this approach	Challenge number(s) addressed
Target gaps in understanding Quality First Teaching Specific vocabulary teaching of tier two words	EFF toolkit identifies the following strategies are being particularly effective: - Oral language interventions (moderate impact) - Early Years interventions (moderate impact) - Phonics (moderate impact) - Meta-cognition and self-evaluation (high impact)	2 and 3
Maintain pastoral provision for vulnerable children through Boxall profile training and our TAs Forest Schools Peripatetic Music Lessons	EFF toolkit identifies the following strategies are being particularly effective: - Social and emotional learning (moderate impact) - Outdoor learning (moderate impact)	3 and 5

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

Budgeted cost: £2328

Activity	Evidence that supports this approach	Challenge number(s) addressed
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A range of attendance incentives, rewards and deterrents. Half Termly parent forums to promote positive communication with the school Extended parent evening sessions for parents of children eligible for PP Monitor attendance of PP parents at parent's evenings. Continued implementation of PHSE and BOXALL activities across all year groups Use of SEAL in all classes School Values Subsidise residentials, sport and after school clubs. Forest Schools Offer of breakfast club to improve punctuality where required.	DFE data shows a significant impact of poor attendance on achievement. Positive relationships with parents improve attendance. Social and emotional learning (moderate impact) Art participation (low impact) Outdoor and adventurous learning (moderate impact) Supporting parents when completing referral forms ensures pupils receive support where needed. Social and emotional learning (moderate impact) Outdoor adventure learning (moderate impact) EH4MH approach raises pupils self-esteem and well-being. (moderate impact)	1 and 2

Total budgeted cost: £11320

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We just had one PP child in Y6 in 2025, results are not published due to it being identifiable due to this.

Support received from attendance improvement officer, including termly monitoring meetings to decide next steps and evaluate impact (e.g. letters, meetings and phone calls to families where children fall below 95% attendance, monitoring of PA and severely absent pupils, etc.).

Provision mapping identified PP children, to ensure they are supported to access learning more effectively.

PP children had opportunities to attend enrichment activities.

PP children received subsidised trips, including residential.

Ethos of high expectations in all classes for all children .

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
Online assessment tool for Numeracy and Literacy	Ed Shed
Numeracy support in class and online	White Rose
Online reading support	Nessy

Service pupil premium funding (optional)

<i>For schools that receive this funding, you may wish to provide the following information:</i> How our service pupil premium allocation was spent last academic year
Pupil premium funding was allocated to enable adult time for interventions including SALT.
The impact of that spending on service pupil premium eligible pupils
Progress measured using targetted programs such as speech link and NELI.

Further information (optional)

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.