

Pupil premium strategy statement Foston CE Primary School 2025-26

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 main school 4 nursery
Proportion (%) of pupil premium eligible pupils	17% (9 children)
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)	2025-26
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Governing Board
Pupil premium lead	Katie Stringer
Governor / Trustee lead	SEND & Equalities Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£14,750
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£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>	£14,750

Part A: Pupil premium strategy plan

Statement of intent

In line with our vision, we aim for every child to reach their full potential whatever their experiences and abilities. We aim to provide the tools and resources to enable all pupils to flourish and make rapid progress.

Through the use of targeted pupil premium funding, we focus on removing the barriers for disadvantaged children through additional adult support, interventions focussing academic and social and emotional barriers, resourcing and development of teacher subject knowledge in order for every child to have equity in their educational experience.

Challenges

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

Challenge number	Detail of challenge
1	Communication 77% of our pupil premium pupils have underdeveloped oral language skills and vocabulary. 33% of the children are on the special educational needs register, with a main area of communication and interaction. There are some language and vocabulary gaps among this group of pupils compared to their peers. This impacts on social and communication skills as well as their phonics, reading and writing. Some of these children are quiet in the classroom and will not input their ideas into discussions. One pupil has English as an Additional Language.
2	Learning, Attainment and Progress 33% of the Pupil premium pupils have some SEND needs. This group also has lower attainment compared to their peers; 55% of children in receipt of Pupil Premium are working towards national expectations. 22% have potential to work at Greater Depth in Reading, Writing and Maths. The challenge is to increase this group's attainment and progress across Reading, Writing and Maths through high quality teaching and planned interventions and support.
3	Attendance Whole school attendance is above national at 96.19% for 2024-25. Attendance of pupils with PP is 93.75%, whereas children not in receipt of PP this is 96.8%. Our pastoral leader has been working with identified families and internal data shows that attendance figures have improved. Our assessments and observations indicate that this absenteeism is negatively impacting this particular group's progress. It has also impacted on their wellbeing and mental health.
4	Mental health, wellbeing and relationships

44% of the children have Social, Emotional and Mental Health needs, some receive support from both outside agencies and specialist TAs in school for nurture, wellbeing and therapeutic interventions. Many of the challenges for this group are in Social and Emotional Health, wellbeing and relationships. With concerns and needs around self-regulation, management of feelings and positive relationships.

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
<p>1. Communication</p> <p>1.1 Vocabulary for each topic is identified and where needed children receive pre-teaching of key words.</p> <p>1.2 An improved confidence in speaking and listening activities.</p> <p>1.3 To use high quality texts, modelling and challenging vocabulary, talk and discussion across whole curriculum to develop oracy and vocabulary.</p> <p>1.4 To have a clear progression of speaking and listening skills throughout school.</p> <p>1.5 To quickly identify children who are not on track with speaking and listening.</p>	<ul style="list-style-type: none"> • There is a clear strategy for teaching and improving vocabulary. • Oracy, language skills and vocabulary are improved. • High quality texts, strategies to improve discussion and vocabulary are used across whole curriculum. • Drama sessions have a positive impact on pupils' confidence. • Speaking and listen teaching is progressive throughout school. • Children with communication and interaction needs are quickly identified and support is put in place to support them or referrals to outside agencies. • Children in reception are screened for speech and language. • High quality interventions support and develop vocabulary and oracy and improved confidence in speaking and listening.
<p>2 Learning, Attainment and Progress</p> <p>2.1 To ensure adaptive teaching strategies are in place in all classrooms so that children in every class have the best possible education.</p> <p>2.2 To raise pupil attainment in reading, writing and maths.</p> <p>2.3 To ensure disadvantaged children make expected or more than expected progress in reading, writing and maths.</p> <p>2.4 To give children targeted support in small groups in addition to work covered in class.</p>	<ul style="list-style-type: none"> • Staff receive high quality cpd on adaptive teaching strategies. • Adaptive teaching is seen in all classrooms in lesson observations, learning walks and in books. • Pupils' attainment is increased so that more pupils reach the expected in Writing, Reading and Maths and some achieve the greater depth standard. • Children have clear next steps in their learning. • Children receive high quality feedback from staff that is well

	<p>targeted to the next steps in their learning.</p> <ul style="list-style-type: none"> • Library spaces are used regularly in school. • Children who are not on track for their reading in KS2 are within fluency group interventions. • Children who are not on track with their phonics receive regular catch-up interventions. • Targeted support planned and taught to small groups. • Century is used regularly to identify and close attainment gaps.
<p>3. Attendance</p> <p>3.1 To support families where children’s attendance is lower than national or are regularly late for school and improve their overall attendance.</p> <p>3.2 To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p> <p>3.3 To have a designated pastoral and attendance lead who works with families to improve attendance.</p>	<ul style="list-style-type: none"> • Attendance is improved through working with families and outside agencies. • Pastoral lead supports families. • Families are supported to arrive at school on time (early) through meet and greet, before school activities and subsidised breakfast club sessions.
<p>4 Mental health, wellbeing and relationships</p> <p>4.1 To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p> <p>4.2 Provide opportunities for children who are experiencing emotional difficulties through referrals to emotional health and resilience teams.</p> <p>4.3 To reduce disruption to learning, reduce behaviour incidents.</p> <p>4.4 To raise self-esteem, promoting confidence and increased motivation</p> <p>4.5 Provide children with the skills to identify their mood and know what to do to change their mood if feeling low through teaching regulation strategies.</p>	<ul style="list-style-type: none"> • Wellbeing, mental health, relationships and self- esteem and increased for all, through whole school approaches to wellbeing and relationships • Nurture and play based interventions planned and delivered • Referrals made and outside agencies work in school with identified pupils. • Disruption to learning, behaviour incidents reduced • Staff knowledge of behaviour management, trauma and wellbeing developed through CPD. • Children have the tools to identify how they are feeling and know some regulation strategies.

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: £1000

Training: £1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
To improve teacher knowledge on effective teaching and learning strategies.	<p>High quality teaching and learning through modelling and scaffolding https://educationendowmentfoundation.org.uk/news/eef-blog-the-five-a-day-approach-how-the-eef-can-support https://educationendowmentfoundation.org.uk/news/eef-blog-the-five-a-day-approach-how-the-eef-can-support</p> <p>Collaborative learning approaches +5 months EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/collaborative-learning-approaches</p> <p>Mastery Learning +5 months EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p> <p>Individualised Instructions +4 months EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p>	1, 2, 4
To provide high quality feedback in lessons to support progress of all learners.	<p>Feedback +6 months EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback</p>	2
To improve comprehension and reading strategies for KS2, including fluency and reading interventions, developing a love for reading.	<p>Reading comprehension strategies + 6 months EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	2, 4
CPD on self-regulation	Self-regulation + 8 months EEF	2, 4

strategies to improve outcomes	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £9400

Century: £200

TA support: £ 9200

Activity	Evidence that supports this approach	Challenge number(s) addressed
To deliver effective speaking and listening interventions.	Oral Language Interventions +6 EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1, 4
Focused interventions in reading, writing and maths.	1:1 tuition +5 months EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition Small tuition groups +4 months EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition Homework in Primary +3 months EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework Teaching assistant interventions +4 months EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	1, 2, 4
Reading interventions to develop fluency and comprehension skills.	Reading comprehension strategies + 6 EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehensionstrategies	2

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

Budgeted cost: £4,350

School trips and enhancements: £450

Drama: £900

Pastoral Support: £2,000

SENCO support: £1,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral lead to work closely with parents and improve engagement.	Parental engagement +4 months EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement	2, 3, 4
Self-regulation strategies to improve outcomes in learning.	Self-regulation + 8 months EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation Social and emotional learning +3 months EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning Behaviour interventions + 3 months EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/behaviour-interventions	2, 3, 4

Total budgeted cost: £14,750

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Communication

The performance of our disadvantaged pupils met our predicted expectations, and all children made expected levels of progress, some children made rapid progress to close attainment gaps. This identifies the need to focus on the progress and attainment for children in receipt of pupil premium to ensure they meet national expectations.

Oracy, language skills and vocabulary are improving, and pupil voice exercises are stronger across all curriculum subjects. The precise knowledge within the curriculum progression maps supports the children to know more and remember more. The children have vocabulary focuses as part of all lessons. Children have been quickly referred to outside agencies where needed and interventions have been put in place to support speech and language needs.

High quality texts have been selected for English lessons and are coherently sequenced. All books in the school libraries have also been audited and selected.

Learning, Attainment and Progress

We have been focusing on our school development plan priority of adaptive teaching and teachers are using a wider range of strategies. This will continue into the next academic year. Targeted evidence-based interventions have been used to support the progress of children in reading, writing and maths.

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. Due to the size of our cohorts across the school, our school data for some groups is suppressed.

- 90% of our pupils achieved the early learning goal in reception. 0% of our children with pupil premium achieved the early learning goal.
- 100% of our year 1 children achieved their phonics screening and 100% achieved the retake in year 2. 100% of our children with pupil premium achieved the phonics screening.
- 92% achieved 21 or above in the multiplication check. 38% achieved full marks. 100% of our children with pupil premium achieved above 21 and 50% achieved full marks.
- For our KS2 SATs in grammar punctuation and spelling, 56% achieved the expected standard with 14% greater depth; in reading 56% achieved the expected standard with 28% greater depth; in maths 56% achieved expected standard with 42% greater depth. 57% of our children achieved the expected

standard in writing with 0% greater depth. 0% of our children with pupil premium achieved the expected standard in reading and maths, 50% in writing.

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 (though these comparisons are to be considered with caution given ongoing pandemic impacts) and to results achieved by our non-disadvantaged pupils.

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 as a school we face many challenges including progress and achievement, attendance, social emotional and mental health needs, communication needs and inclusion.

Attendance

The pastoral lead has worked closely with families to improve attendance figures across the school. This has had a positive impact, and this has been monitored closely by governors throughout the year. Less children are arriving late.

Inclusion and enrichment

Children have attended a range of school visits, visitors and experiences that they may not have been able to do without the financial subsidy. Children in receipt of pupil premium have also had the opportunity to attend 1 extra-curricular club each week, there has been a good take up in clubs.

Mental health, wellbeing and relationships

There is a whole school strategy in place for monitoring children's mental health in school. Children know the tools to communicate their needs with adults. Children are quickly identified if they require additional support or interventions. Interventions have been implemented, where required, and support from outside agencies sought. Mental health awareness days have taken place, and children have completed activities on recognising emotions and using regulation strategies.

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
Master the curriculum	Close the Gap
Literacy Shed	Visual Literacy
Verbo	Homerton Healthcare NHS Foundation Trust

Service pupil premium funding (optional)

<i>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</i>
NA
The impact of that spending on service pupil premium eligible pupils