



Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Southrop C of E Primary
Number of pupils in school	42 (Dec 2025)
Proportion (%) of pupil premium eligible pupils	26.1% (Dec 2025) 23.8% (July 2025)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	Dec 2025 – Dec 2028
Date this statement was published	Dec 2025
Date on which it will be reviewed	Sept 2026. (Note Annual Statement must be published by 31 Dec each year.)
Statement authorised by	Megan Davies
Pupil premium lead	Megan Davies
Governor / Trustee lead	Cassandra Patten

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£17, 270.00
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£5799
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	£ 23,069



Part A: Pupil premium strategy plan

Statement of intent

Southrop C. of E. Primary School is committed to raising the attainment of disadvantaged pupils, ensuring that all children, regardless of background, achieve their full potential.

Our Pupil Premium strategy is designed to remove barriers to learning by ensuring pupils feel secure, included, and ready to engage fully in school life. We prioritise strong academic progress, high levels of engagement, and equitable access to wider opportunities, including extracurricular provision. We recognise the significant overlap between disadvantaged pupils and those eligible for Free School Meals (FSM), and use this understanding to target support effectively.

We recognise the distinct needs of service children, particularly in relation to mobility, transitions, and periods of parental deployment. These factors can impact both academic continuity and emotional wellbeing. Our approach ensures rapid integration, consistent pastoral support, and continuity of learning so that service children sustain strong progress from their starting points.

We are mindful that some pupils face additional vulnerability, including those with a social worker and young carers. Our approach supports these pupils alongside disadvantaged pupils, regardless of funding eligibility.

Our school experiences a high level of in-year admissions. Due to the context of the school, a significant proportion of these pupils are eligible for Pupil Premium and/or have identified SEND needs. This contributes to an increasingly complex cohort, with a higher proportion of pupils requiring additional academic and pastoral support.

This is reflected in the rise in Pupil Premium eligibility, which increased from 23.8% in July 2025 to 26.1% by December 2025. This level of mobility presents ongoing challenges in ensuring continuity of learning, accurate assessment, and timely intervention.

As a result, our approach places a strong emphasis on rapid assessment on entry, early identification of need, and swift implementation of targeted support to ensure that all pupils, including those who join mid-year, are able to make strong progress.

Our approach is structured around the three tiers of the EEF model:

High-Quality Teaching

High-quality teaching is at the heart of our strategy. We focus on the areas where disadvantaged pupils require the most support, using robust diagnostic assessment to identify need and inform adaptive teaching. We ensure disadvantaged pupils are consistently challenged and that teaching across the school is responsive and inclusive.

Targeted Academic Support

We provide timely, evidence-informed interventions to address identified gaps in learning. These are carefully planned, regularly reviewed, and precisely targeted to ensure pupils make strong progress from their starting points.

Wider Strategies

We address non-academic barriers to success by establishing a strong, nurturing culture in which all Pupil Premium pupils feel safe, supported, and valued. We promote high levels of attendance, engagement, and access to enrichment opportunities, ensuring all pupils can participate fully in school life.

To ensure impact, we:

- provide consistently high levels of challenge for disadvantaged pupils across the curriculum;
- identify need early and implement timely, evidence-informed intervention;
- maintain a strong, nurturing environment that supports pupils' wellbeing and readiness to learn;
- adopt a whole-school approach, where all staff take responsibility for outcomes and maintain consistently high expectations.



Challenges

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

Challenge number	Detail of challenge
1	Difficulties with concentration and self-regulation, impacting readiness to learn
2	Gaps in reading and phonics knowledge
3	Insecure recall of key mathematical facts and underdeveloped reasoning skills
4	Social, emotional and mental health needs affecting engagement and behaviour, with a focus on service children.
5	Limited access to extracurricular and enrichment opportunities

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
1. Improved wellbeing and readiness to learn	Pupils demonstrate effective self-regulation strategies, particularly during transitions. Lessons begin promptly with minimal disruption. Pupils make appropriate use of calm spaces to support emotional regulation.
2. Improved spelling attainment	The attainment gap in spelling between disadvantaged pupils and their peers is eliminated for those without EHCPs and reduced for those with EHCPs, as evidenced through internal assessment and writing outcomes.
3. Improved reading attainment	The attainment gap in reading between disadvantaged pupils and their peers is eliminated for those without EHCPs and reduced for those with EHCPs, including improved fluency and comprehension.
4. Improved maths fluency and reasoning	Disadvantaged pupils demonstrate increased automaticity in recall of key facts and improved reasoning skills. The attainment gap is narrowed or eliminated.
5. Increased participation in enrichment	All disadvantaged pupils access extracurricular opportunities, including residential experiences, with participation rates in line with or exceeding those of non-disadvantaged pupils.

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: £ 4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Emotional Literacy Support Assistant (ELSA) training for one TA	Recommendation from Gloucestershire Primary English Subject Adviser	1, 4
Phonics and Maths training for all staff	EEF Teaching and Learning Toolkit RWI training days	2, 4
Mental Health School leader training	TISUK	1, 4



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

Budgeted cost: £ 15,890

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intervention groups for maths facts, spelling and reading.	EEF Teaching and Learning Toolkit	2, 3
Participate in Evoking Vocabulary project	EEF Teaching	2, 4, 5
Targeted 1:1 and small group support for pupils with identified SEND, aligned with provision maps and reviewed regularly	EEF Teaching and Learning Toolkit	1 - 5

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

Budgeted cost: £ 3500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Bespoke nurture sessions for referred pupils	Social and emotional learning - EEF	1
Therapies for targeted pupils	Educational Psychologist Recommendation	1
Development of structured outdoor provision to support self-regulation and wellbeing	TISUK	1, 4
Financial support to ensure equitable access to enrichment, trips, and extracurricular activities	School values, Donnelly, M., Lažetić P., Sandoval-Hernandez A., Kumar, K. and Whewall, S. Department of Education and Institute for Policy Research, University of Bath (2016) An Unequal Playing Field: Extra-Curricular Activities, Soft Skills and Social Mobility (Social Mobility Commission, and European Commission, Directorate-General for Employment, Social Affairs and Inclusion, Benefits of extracurricular activities for children : a focus on social inclusion and children from disadvantaged and vulnerable backgrounds, Publications Office, 2021	5

Total budgeted cost: £ 23,390

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.



We have analysed the progress of all pupils eligible for pupil premium using internal assessment data and, where applicable, statutory assessment outcomes for the academic year 2024–2025. In some cases, progress data is unavailable due to in-year admissions.

Progress Overview

Overall, most disadvantaged pupils made good progress from their individual starting points.

Reading: 50% made expected progress; 17% exceeded expected progress

Writing: 50% made expected progress; 33% exceeded expected progress

Mathematics: 83% made expected progress

Free School Meals (FSM) Pupils:

Reading: 43% made expected progress; 14% exceeded expected progress

Writing: 43% made expected progress; 43% exceeded expected progress

Mathematics: 57% made expected progress

Service Children (small cohort – 3 pupils):

Due to the small cohort size and limited baseline data (2 pupils joined without prior attainment information), progress measures should be interpreted with caution. Where data is available:

Reading: 33% made expected progress

Writing: 33% exceeded expected progress

Mathematics: 33% made below expected progress

Statutory Assessment Outcomes

Key Stage 2:

One Year 6 pupil (FSM eligible) met the expected standard in all areas except writing.

Multiplication Tables Check:

One Year 4 pupil achieved full marks (25/25).

Key Stage 1:

Of the three pupils completing KS1 assessments:

None achieved a Good Level of Development (GLD) at the end of EYFS

However, 2 out of 3 went on to meet the expected standard across all KS1 areas

One pupil was working towards expected standards but successfully passed the phonics screening by the end of Year 2

Phonics:

No pupil premium pupils were assessed in the phonics screening this year.

EYFS:

One service child achieved a Good Level of Development (GLD).

Where attainment and progress was less strong, this was closely linked to pupils' SEND and/or social, emotional and mental health needs. In response, we have strengthened our focus on wellbeing and nurture, which has led to improved engagement and readiness to learn.



The level of attendance was used to assess the impact for intend outcomes 1 and 5. Attendance for most pupil premium pupils was in line with school expectations. One pupil's attendance was significantly below expectations; however, targeted pastoral support resulted in sustained improvement by the summer term.

All pupil premium pupils accessed enrichment opportunities, including full participation in the residential visit.

Variation in outcomes reflects the impact of mobility and gaps in prior learning. In response, we have prioritised:

Evaluation of our strategy indicates that:

- Targeted pastoral and nurture support had a positive impact on engagement and attendance
- Rapid baseline assessments on entry and targeted academic interventions had variable impact and will be refined to ensure greater precision and effectiveness.

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
Accelerated Reader	Renaissance
Spelling Frame	Spelling Frame
Can Do Maths	Can Do Maths
Times Tables Rockstars	Times Tables Rockstars
NumBots	Time Tables Rockstars
RWI (Fresh Start and 1-1 programme)	RWI

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?	We prioritised targeted pastoral and emotional support for service pupils, including: daily access to a structured nurture provision close monitoring of wellbeing, particularly during periods of parental deployment or transition weekly ELSA support, with priority access where needed targeted 1:1 support for identified pupils.
What was the impact of that spending on service pupil premium eligible pupils?	Improved emotional wellbeing and resilience Pupils were better supported to manage periods of uncertainty Timely intervention enabled pupils to remain engaged in learning and settle quickly into school routines.



Further information (optional)

This strategy was developed by the Headteacher of Southrop C of E Primary school and reviewed by the governing body. The strategy conforms to the DofE guidance for Pupil Premium dated 18 October 2019 <https://www.gov.uk/government/publications/pupil-premium>