



Pupil Premium Strategy Statement

This statement details our school's use of pupil premium 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
Number of pupils in school	43 (14 pupil premium)
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	2023 - 2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Andrea Worthington
Pupil premium lead	Andrea Worthington
Governor / Trustee lead	Phil Jackson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£31,815
Recovery premium funding allocation this academic year	
Pupil premium (and recovery premium) funding carried forward from previous years	
Total budget for this academic year	£31,815

Part A: Pupil premium strategy plan

Statement of intent

Key Principals:

Our aim is to continue to use the pupil premium to improve the attainment of our disadvantaged pupils. Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas.

Disadvantaged pupils are defined as:

- Pupils who have been eligible for Free Schools Meals (FSM) at any point over the last 6 years,
- Pupils who have been looked after continuously for at least one day in the last year, and
- Pupils who have left care through a formal route such as adoption.

Our School Context:

Holm Cultram Abbey CofE Primary School is a smaller than average village school with 43 pupils on roll. The proportion of children eligible for Pupil Premium is currently 33%

Our objectives are to:

- ✓ Remove barriers to learning
- ✓ Support families to ensure good attendance at school is a priority
- ✓ Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts
- ✓ Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- ✓ Support pupils whose learning can be disrupted by unmet needs/SEND.
- ✓ Ensure pupil wellbeing is a high priority for staff
- ✓ Access a wide range of opportunities to develop their knowledge and understanding of the world

Achieving our objectives:

In order to achieve our objectives and overcome identified barriers to learning we will:

- Ensure we have well trained and passionate staff who can get children off to a great start and target early reading, literacy skills and mathematics. QFT across the school will ensure good progress.
- Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1 tuition
- Target funding to ensure that all pupils have access to enrichment activities through trips and first-hand learning experiences
- Provide appropriate support for pupils with their emotional and social development.
- Work to ensure that learning is not compromised by poor attendance.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.

Challenges

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

Challenge number	Detail of challenge
1	Poor attendance and issues around punctuality: As a small school, attendance figures are impacted significantly. Poor attendance can affect learning, particularly among those who already have gaps in their learning. Punctuality is also an issue, more so for the families who are disadvantaged.
2	Pupil progress and achievement: Internal tracking is not used sufficiently well to identify where pupils are falling behind and highlight the interventions that are needed to support progress.
3	Literacy: Internal data and end of key stage results show that writing is an area for development
4	SEND: Assessments indicate that pupils with multiple barriers to learning, particularly those children who are disadvantaged and have SEND do not achieve as well as their peers
5	Wellbeing: There are a significant number of pupils who require pastoral support to meet their wellbeing needs.

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>Disadvantage is identified and clearly understood by all staff in school. Systems are in place to ensure families are supported so that low income does not stop them accessing wider curriculum activities.</p>	<p>All staff are knowledgeable about the pupils in school and can identify disadvantage including how this affects them. They form part of the plan to mitigate this to ensure they make the best possible progress.</p>
<p>Monitor attendance regularly and work with families to understand the barriers to learning.</p>	<p>Attendance figures are improved, allowing for small school data issues, and persistent absence is reduced. 2024/5 91.7% attendance 2024/5 9 pupils Persistently Absent (PA)</p>
<p>Redesign the way we collect, store and use assessment data to ensure it is used effectively by all teaching staff to track attainment and progress, and identify where interventions should be put in place.</p>	<p>All teachers input data into the tracking system, and pupils who are identified as falling behind are swiftly allocated programmes to support them.</p>
<p>Improved writing attainment for all children across the school but especially disadvantaged pupils.</p>	<p>Assessments show an improvement in the number of pupils achieving the expected standard in writing across the school. 50% of disadvantaged pupils meet the expected standard in writing at KS2 in 2026</p>
<p>Embed principles of adaptive teaching to improve access for all pupils, especially those with SEND and PP</p> <p>All children and their families, regardless of need, feel supported and the pupils are able to make progress from their starting points.</p>	<p>Improved progress for children with multiple barriers to learning and access Staff feel more confident ensuring adaptations are in place across the curriculum not just in English and Maths Provision is matched to need for all children so that they are able to make progress and be successful in school. Pupil voice and parental voice demonstrates that children are happy and well supported in school.</p>
<p>To achieve and sustain improved wellbeing and progress for all pupils in our school, particularly our disadvantaged pupils.</p>	<p>Use of ELSA and other TA's to support the wellbeing of pupils and families. Wider external agencies are identified where necessary.</p>

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: £13,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff refresher training on Quality First teaching and adaptive teaching strategies for all children including those who are SEND and PP</p>	<p>EEF evidence toolkit used to focus upon pedagogical development in teaching across the curriculum subjects. Specific focus upon depth of knowledge, curriculum sequencing and high-quality questioning. https://www.teachertoolkit.co.uk/wp-content/uploads/2018/10/Principles-of-Insruction-Rosenshine.pdf https://educationendowmentfoundation.org.uk/education-evidence/using-the-toolkits</p> <p>Send pupils are supported as effectively as possible to maximise progress https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/teaching-assistants</p>	<p>2 3 4</p>
<p>Develop the teaching of writing to improve outcomes:</p> <ul style="list-style-type: none"> • Purchase new scheme of work, with a focus on modelling and quality over quantity • Agree a school font to improve consistency across the school. • Introduce daily starter in writing lessons to target gaps/areas to improve 	<p>Lesson observations and book scrutiny's, together with staff feedback indicated that the current scheme being used is not meeting our needs and supporting pupils to make good progress in writing.</p> <p>The EEF KS2 report on literacy identifies handwriting, spelling, purpose and modelling as key areas for improvement in Literacy. https://educationendowmentfoundation.org.uk/education-evidence/primary</p>	<p>2 3</p>

<ul style="list-style-type: none"> • Use staff training videos and staff meeting time to upskill staff • Introduce new writing work books to improve presentation and handwriting • Purchase Spelling Shed to improve attainment • Introduce personal spelling dictionaries 		
<p>Effective use of assessments and assessment data supports teaching and learning. Data will identify gaps in learning so that interventions can be put in place.</p>	<p>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</p> <p>The EEF states school should: <i>Use high quality assessment and diagnosis to target and adapt teaching to pupils' needs. Rapid provision of support is important, but it is critical to ensure it is the right support.</i></p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p>	<p>2, 4</p>

Targeted academic support

(For example, tutoring, one-to-one support structured interventions)

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Delivery of structured interventions to support learning outcomes:</p> <p>Precision teaching (maths, spelling, phonics)</p> <p>Read Write Inc (early reading and phonic acquisition)</p> <p>Bubble writing (handwriting)</p> <p>Reading Fluency (reading and S&L)</p> <p>1:1 tuition – either pre teach or on the day intervention (Maths, English)</p>	<p>On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</p> <p><i>EEF states: There is a strong and consistent body of evidence demonstrating the benefit of structured interventions for pupils who are struggling with their literacy. The first step should be to accurately diagnose capabilities and difficulties in order to match pupils to appropriate, evidence informed interventions that target specific areas of difficulty</i></p>	2 3 4

Wider strategies

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

Budgeted cost: £8,815

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	1 5
<p>TA is trained as an ELSA in school and supports children where necessary with their wellbeing and mental health</p>	<p>Good mental health and wellbeing improves standards in schools and helps pupils achieve and thrive in education, setting them up well for life and work.</p> <p>Good mental health and wellbeing helps pupils:</p> <ul style="list-style-type: none"> • attend school • develop key life skills, particularly social and emotional skills • engage in learning • achieve academically 	5

	<ul style="list-style-type: none"> • have better longer-term outcomes, such as future employment https://www.gov.uk/guidance/mental-health-and-wellbeing-support-in-schools-and-colleges&the-importance-of-promoting-and-supporting-mental-health-and-wellbeing	
<p>All children have equal access to activities which promote cultural capital.</p> <p>Free breakfast clubs for all pupils in receipt of the FSM grant.</p> <p>Music tuition funded by school for pupils in receipt of FSM grant</p> <p>Subsidised residentials</p>	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/magic-breakfast&~:text=EEF%20Summary&text=Our%20updated%20evaluation%20found%20that,pupils%20in%20Key%20Stage%202.	4

Total budgeted cost: £31,815

Part B: Review of outcomes in the previous academic year

Pupil Premium strategy outcomes

This details the impact our pupil premium activity had on pupils in the 24-25 academic year

Aim	Impact
Improved academic outcomes in all curricular subject areas but particularly English and Maths.	We achieved 10% RWM across the cohort this year with 50% GPS, 30% Maths, 10% Writing and 70% reading. 70% of the cohort were PP (7/10) none of whom achieved the expected standard in WRM No PP pupils achieved the expected standard in the phonics screening check. (2/4)
To narrow gaps for all identified 'catch up' children across core curriculum subjects.	Teaching is at least good across the school. TA's support children well in class and through interventions identified by their class teacher.
A rich reading culture is evident throughout school particularly from pupils from deprived backgrounds.	Reading at the end of KS2 was 70% which we were delighted with. Reading lessons provide structure and opportunities for pupils to find answers in a range of high-quality texts. The scheme we use meets the needs of the majority of pupils and daily lessons, involving high quality texts help pupils with their understanding and retrieval practice.
Embed effective spelling teaching leading to improved outcome across the school	Spelling will remain a focus for the coming year. We have decided to trial Spelling Shed to supplement the teaching as we find many pupils respond well to online learning platforms.
Children are assessed swiftly to identify reasons why they might not be keeping up with their peers, and then these can be addressed.	Assessment will remain a focus for the coming year. Some interventions have been happening but we need to sharpen up the focus and analysis of data.
Pupils' cultural capital is progressively built through a rich curriculum complimented by appropriate visits and experiences.	FSM families can receive free music lessons and free breakfast clubs Families are supported with the costs of visits/residential where necessary so that economic disadvantage is never a reason to not participate.
Disadvantage is identified and clearly understood by all staff in school. Systems are in place to ensure they are supported so that low income does not stop them accessing wider curriculum activities.	Paid for access to music lessons allows disadvantaged pupils to hopefully be successful at a skill outside of the academic subjects as well as some 1:1 time. This is something they wouldn't ordinarily be able to access.
All children and their families, regardless of need, feel supported and the pupils are able to make progress from their starting points.	Transition to secondary school goes very well, as does transition into school and across school classes. This is particularly important for our vulnerable learners.

Pupil emotional health and wellbeing clearly addressed to enable greater resilience and happiness.	Our ELSA ran sessions for pupils needing additional support. Some of our children have difficulties in their home lives, and our ELSA is able to support them by giving them a space to talk about their worries and
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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
Read Write Inc	Ruth Miskin
CUSP	United Schools Partnership
Maths	White Rose Maths
Mathscircle	TTRockStars
Spelling Shed	EdShed
Mathletics	3p Learning
Reading Eggs	3p Learning
ClassDojo	ClassDojo
Ready Steady Write	Literacy Counts