

Pupil premium strategy statement- Princefield First 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Princefield First School
Number of pupils in school	252
Proportion (%) of pupil premium eligible pupils	12% (31 children)
Academic year/years that our current pupil premium strategy plan covers	2025/26-2027/28
Date this statement was published	December 2025
Date on which it will be reviewed	November 2026
Statement authorised by	Local Governing Committee
Pupil premium lead	Becky Nixon
Governor / Trustee lead	David Shipman

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£39,390
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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	£39,390

Part A: Pupil premium strategy plan

Statement of intent

The aim of our Pupil Premium (PP) funding at Princefield First School is to address the current underlying inequalities between disadvantaged pupils with other pupils in our care.

We take the responsibility for the provision of our disadvantaged pupils extremely seriously. Although the percentage of pupils in receipt of Pupil Premium is small, we strive to ensure that each pupil is given the support they need to thrive as they develop academically, culturally and emotionally.

When identifying strategies and allocating funding we consider the impact of previous experience within our school context, as well as applying knowledge gained from external research including the Educational Endowment Foundation and the Sutton Trust. Our intention is that each pupil reaches their potential regardless of their background or barriers to learning.

We aim to reduce any barriers through the delivery of an outstanding curriculum enhanced by enrichment opportunities, made available to all. Our mission that pupils will be 'working together for success' inspires us to look carefully at any barriers for our disadvantaged pupils and to provide the means for all pupils to do this. Those pupils who require support to reach the expected standard will receive targeted support and those pupils already achieving the expected standard or above will be supported and challenged so that they have the same opportunities as non-disadvantaged pupils.

Mental Health and wellbeing are paramount, and pupils and parents are supported in order that pupils build resilience, self-esteem and achieve a good sense of wellbeing. We believe that this is vital in supporting our pupils' learning.

Challenges

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

Challenge number	Detail of challenge
1	Some children need focused support with social, emotional and mental health needs or pastoral concerns.
2	Access to extra-curricular provision and contributions to educational trips. This is due to after-school arrangements making it difficult for pupils to stay behind for clubs. A number of pupils also require access funding to support payment for educational trips.
3	Some of our current PP pupils also have additional needs (SEND) and require support in accessing the curriculum and/or bridging gaps.

4	Attendance ensures that children have access to the education they need to close the gap and by ensuring attendance is closely monitored and any concerns are identified and addressed quickly we aim to reduce the percentages of persistent absentees.
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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>To achieve and sustain improved wellbeing for all pupils, particularly our disadvantaged pupils and those with identified difficulties.</p> <p>Pupils have access to sensory groups and 'Little Haven' as required.</p>	<p>Pupils can talk about ways to self-regulate their emotions. Pupils requiring extra support are identified and attend sensory sessions as appropriate.</p>

<p>Extra-curricular enrichment opportunities are offered to pupils to ensure that pupils are equipped with the confidence, attitudes, health benefits and cultural capital they need to succeed in life.</p>	<p>Pupil Voice activities show the types of opportunities which our vulnerable pupils have taken up this academic year, and an increase on the previous year.</p>
<p>To further develop the provision of intervention for pupils with SEND.</p>	<p>Delivery of SEND interventions and programmes is built into the support timetable, with all SEND pupils accessing some additional time.</p>
<p>Increased Attendance Consistency for Vulnerable Pupils By 2028, the proportion of disadvantaged pupils who are persistently absent will reduce, and all pupils identified as vulnerable to poor attendance will receive timely, sustained support. Increased consistency of attendance will improve engagement, progress, and emotional security.</p>	<p>Improved Attendance Patterns</p> <ul style="list-style-type: none"> ● Persistent absence among PP pupils reduces over the 3-year period. ● All PP pupils identified as vulnerable to poor attendance show an improving trend across the year. <p>Engagement & Support</p> <ul style="list-style-type: none"> ● Families of PP pupils with attendance concerns receive early, proportionate support, and offer of breakfasts clubs etc ● Barriers identified in 1:1 conversations reduce over time (e.g., morning routines, anxiet). <p>Classroom Impact</p> <ul style="list-style-type: none"> ● Improved attendance leads to: <ul style="list-style-type: none"> ○ more consistent access to high-quality teaching ○ better classroom engagement ○ improved confidence and social cohesion

	Monitoring & Prevention
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- Termly attendance reviews show:
 - fewer PP pupils moving into persistent absence
 - earlier identification of attendance dips

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: £ 12,350

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional TA support to allow time to give verbal feedback, individualised instructions and develop meta cognition	The Education Endowment foundation states that these approaches have high impact with +6, +4 and +7 months additional progress. Visible learning – John Hattie - Feedback	1, 2 & 4
Teachers and TAs to support the development of PP children including those with SEND through small group interventions	Sutton Trust indicates small group intervention can add +5 months	1 and 2
To develop mental health trained staff, accessing ELSA training and further ELSA resources.	EEF - Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL (social emotional learning) skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.	1 and 3
Weekly subject leader release time to support staff workload and wellbeing in managing their subject leadership monitoring.	https://www.naht.org.uk/Portals/0/PDF%27s/Reports/About%20Time%20-%20life%20as%20a%20middle%20leader.pdf?ver=2021-07-28-122318-907	1 and 3

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

Budgeted cost: £15,340

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA intervention a week for identified pupils (PP, SEND, mobility pupils - new to school - where identified as required) and groups from each year group.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions	3

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

Budgeted cost: £ 11,700

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Access to extra-curricular trips and activities, increasing cultural capital as well as nutritional benefits such as daily milk.</p>	<p>Children to have the experiences that their peers are having</p> <p>“Educational visits can be a powerful tool to increase student engagement and motivation. When students can directly experience a subject matter and see it in action, it provides real-world context and relevancy. Consequently, they are more likely to be interested in learning more. Contextualising learning in this way also helps to build empathy, tolerance and critical thinking – skills that more challenging to develop in a traditional classroom environment.” *</p>	<p>2</p>
<p>Ensuring attendance is increased / maintained to a standard in line with non PP children VIPEducation support</p>	<p>‘higher the percentage of sessions missed across the key stage, the lower the likely level of attainment at the end of KS2.’ DfE Research report 2015</p> <p>Research consistently shows attendance is a prerequisite for attainment, especially for disadvantaged learners. Wider Strategies: social/emotional support improves wellbeing and readiness to learn. Parental Engagement: reducing barriers to attendance and participation supports academic progress.</p>	<p>4</p>

Total budgeted cost: £39,390

Part B: Review of outcomes in the previous academic year

Desired Outcome	Success Criteria	Progress
PP children to make at least expected progress and gaps in learning to be identified and addressed through extra support / intervention	PP children to make at least 8 points progress in reading, writing, phonics and maths Reduce the % of PP children below the academic expectations for their year group to below 40% All Reception/ Year 1 / year 2 PP children to achieve the expected progress in the phonics assessment by the end of year 2	All PP children did make progress in reading, writing and maths.
To address any barriers to learning due to emotional needs	Emotional needs are having less impact on learning.	Strategies were put in place and staff quickly identify any barriers and liaise with Senior Leaders to put effective support in place.
To widen the opportunities to access extra- curricular activities	PP children had access to extra-curricular activities and experiences.	All of the pupils in receipt of pupil premium grant were offered free extracurricular opportunities where there was a cost. The clubs accessed over the year were sports clubs. Access to educational trips including residential was ensured for all pupils
To raise attendance in PP children	Attendance for PP children to be inline with non PP children	Attendance has slightly improved but this will continue to be a focus.
Increase the confidence and expectations in PP children to ensure they are ready for the next stage in their learning	100% of PP children report that they feel confident, enjoy school and are looking forward to the next stage of their learning journey.	Pupil voice indicated that PP children felt confident and enjoy being at school.

Pupil premium strategy outcomes academic year.

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
None	

