Pitmaston Primary School

Pupil Premium Strategy Statement

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	66
Proportion (%) of pupil premium eligible pupils	10.5%
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)**	2026-27
Date this statement was published	December 2026
Date on which it will be reviewed	April 2027
Statement authorised by	Mrs Wilcock
Pupil premium lead	Mrs Lyons
Governor / Trustee lead	Mrs Stallard

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 105, 200
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*	£ 105, 200

Part A: Pupil premium strategy plan

Statement of intent

At Pitmaston Primary School it is our intention that all children, irrespective of background and challenges they face, engage positively in learning, achieve high attainment across all areas of the curriculum and play a full and active part in school life. It is our intent to provide pupil premium children with opportunities and experiences that they would not otherwise have within and beyond the school.

The focus of our pupil premium strategy is to ensure disadvantaged children, and those persistently disadvantaged in particular, achieve at least in line with their non-disadvantaged peers and make the expected progress, including those who are already high attainers.

We understand the challenges faced by some disadvantaged families, including those with a social worker, and continued professional development has been designed to deepen our understanding of how to engage effectively with families, responding with empathy and increased knowledge of how to support children reach their potential.

As a staff we view the targeted activities within the strategy as promoting 'equity' rather than simply 'equal opportunities'. We intend for our disadvantaged pupils to be prioritised for the most effective intervention and provision to ensure they reach the same standards as their non-disadvantaged peers.

Quality first teaching lies at the heart of our approach and professional development is key to improving teaching and learning skills and so sits as a priority within the SIP. The teacher appraisal process has been designed to ensure teachers engage in high quality coaching sessions, encouraging reflective practice and supportive conversations.

Strong and genuine relationships drive our quality first teaching and learning and staff are trained to build and maintain these crucial connections with all children.

Character Education is a fundamental aspect of development for children, particularly where research suggests that pupil premium children may lack resilience or develop learnt helplessness. Deliberate teaching, modelling and celebrating of performance values will support this personal growth.

Our Thrive and Trauma Informed Mentally Healthy School awareness support staff to understand that children's social and emotional development plays a significant role in their ability to engage in learning and achieve well. To that end we prioritise mental health and well-being through a personalised approach for screening, assessing and

delivering high quality therapeutic and targeted interventions that support children to engage positively in learning, relationships and life.

Challenges

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

Challenge number	Detail of challenge
1	Early and regular phonics assessments and observations indicate disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers.
2	Baseline assessment and observations in the Early Years indicate that children from disadvantaged backgrounds have poorer speech, language and communication skills than their non-disadvantaged peers.
3	Summative assessment across EYFS, KS1(Writing attainment) typically indicates that fewer disadvantaged children attain the expected levels compared to their peers. Tracking of attainment also evidences that disadvantaged children struggle to make the same level of progress as non-disadvantaged children. *In 2026 50% of our disadvantaged children achieved GLD compared to 81% of all non-pupil premium children.* *In KS1 33% of disadvantaged achieved the expected level in Writing compared to 76% of all children.*
4	Social and emotional assessment tools used in school, including Thrive Online and RCADS (Revised Child Anxiety and Depression Scale) have identified social, emotional and mental health issues for a number of disadvantaged children. *School have seen an increase in the referrals for individual support with 52% of our pupil premium children (35) being supported last academic year.*
5	Our attendance data for the past 3 years indicates that attendance among disadvantaged children has been between 2% and 5% lower than non-disadvantaged children. *Attendance data for 2025-26 shows pupil premium children's attendance was 91.72% compared to the whole school attendance of 95.36%. Nearly 30% of the persistently absent children were also from disadvantaged families.*

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
High quality adaptive teaching across the school leads to accelerated progress and high attainment for all pupils.	Teachers and teaching assistants access quality and research based training, enabling them to plan for adaptations and deliver in the moment adaptations in response to learners' needs.
Improved speech, language and communication, including improved vocabulary among disadvantaged children. Children and families access SALT quicker through the school's SLA, removing their wait time on NHS lists.	Language link, Concept Cat, Word Aware, focus on OWL (Observe, Wait and Listen) and assessment reports from the SALT team indicate significant improvements in oral skills. This is evidenced in lesson engagement, book scrutiny and ongoing formative assessment.
Pupil premium children attain in line with their non-pupil premium peers. More children achieve GLD and reach the expected standard in Reading, Writing and Maths in KS1.	Baseline assessments provide early indication of children working below the standard as they enter Reception. Strong Foundations documents written by Pitmaston enable children's attainment of the foundational skills to be tracked by class teachers. Targeted intervention, prioritising pupil premium children, is carefully planned to ensure all children attain well by the end of KS1. Families are engaged and invited to workshops to enable them to support reading at home.
Pupil premium children attend school each day, engage actively in their learning and demonstrate positive self-esteem, build meaningful relationships, have a sense of purpose and achieve goals.	Thrive screening, pupil, parent and staff referrals are acted upon, ensuring children receive timely pastoral support. The Inclusion team work closely to ensure that disadvantaged children are at the forefront when allocating therapeutic interventions and track progress through improved engagement in school life.

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: £ 3995

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole school engagement in the Voice 21 project, starting September 2024 and running for 3 years.	Voice 21 is a national charity that supports schools to build speaking ad listening into the curriculum, teaching and learning and wider school life. The EEF evidence on oral language interventions has found the impact for early years to be +7 months of additional progress and the impact for primary schools to be 6+ months. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1, 2, 3

Read Write Inc training for all new members of staff will ensure a consistent approach to teaching the systematic synthetic scheme. KS2 teachers will be able to apply the knowledge, skills and strategies to support all pupils in English lessons.	There is extensive evidence that teaching phonics using a systematic and synthetic approach is the most effective, particularly for children from disadvantaged backgrounds. EEF report the impact to be +5 months. EEF Toolkit Phonics Ofsted recognise Read Write Inc as a validated scheme for teaching systematic and synthetic approach. DfE Validated systematic and synthetic phonics schemes	1, 2, 3
Early identification of children with Speech, Language and Communication needs (SLCN). School commissions two experienced speech and language therapists to support school staff on a fortnightly basis. Teachers are trained to deliver the whole school approach *Teaching Children to Listen Programme*	The Teaching Children to Listen programme was written by a specialist speech and language therapist and has been highly recommended by our speech and language therapists in school. Oral language interventions can have a positive impact on pupil progress and support learning skills across the curriculum. EEF Oral language interventions Early language development research reports that children from low socio-economic groups *have low language abilities, fall behind and are slow to catch up.* Public Health England Early Language Development	2

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

Budgeted cost: £ 11,940

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reading Plus An online reading programme that teaches fluency, comprehension and vocabulary. We have purchased 45 licences this academic year.	During the academic year 2023-24, children on the Reading Plus programme made an average of 3.8 points progress and 46% made better than expected progress. This progress continued during 2024-25 where children made an average of 3.2 points progress gain and 83% of pupil premium children who accessed Reading Plus, achieved the expected standard in Year 6 SATs. The EEF's Improving Literacy in KS2 recommendation 2 *Support pupils to develop fluent reading capabilities* https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks2/EEF-KS2-lit-2nd-Recommendations-poster.pdf?v=1726587297	1,3

Small groups of pupils will be taught Maths and Writing in the Learning Zone by an outstanding teacher	Teachers in the Learning Zone will deliver the same curriculum content but to a small group of children, allowing individuals to receive more feedback and personalised learning. EEF Small Group Tuition EEF Feedback	3, 5
Third Space Learning Maths 1-1 tuition will be delivered to a group of Year 5 and 6 pupils on a weekly basis.	This one-to-one Maths tuition programme has been used in school for a number of years and has been shown to support understanding, confidence and progress in Maths. Third Space learning has been recognised as a National Tuition Partner. EEF One-to-one tuition	3
Early identification of children with Speech, Language and Communication needs (SLCN). Identified Communication Teaching Assistants to be trained to deliver a range of targeted intervention.	Oral language interventions can have a positive impact on pupil progress and support learning skills across the curriculum. There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives. EEF Oral language interventions	1, 2, 3
Teacher-led high quality and personalised daily phonics lessons for KS2 children who did not meet the Year 1 phonics check. Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Small group tuition has been found to be an effective way to support disadvantaged pupils. Small Group Tuition Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics | Toolkit Strand | Education Endowment Foundation | EEF	1, 3 1, 3
An additional teacher will be employed to release the Year 6 teachers for an afternoon a week to provide intervention for targeted children, prioritising disadvantaged children and those not on track to reach ARE.	Class teachers are best placed to complete intervention groups with targeted children as they know the gaps in learning and misconceptions through the teaching of lessons and marking of books. The teacher has a strong relationship with pupils and are able to motivate an engage them with learning activities. EEF Small Group Tuition EEF Feedback	3, 4, 5

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

Budgeted cost: £ 96, 421

Activity	Evidence that supports this approach	Challenge number(s) addressed
Thrive sessions will be delivered on a weekly basis to children who are identified through the Thrive Screening process.	There is extensive evidence associated with supporting children's social and emotional development and improving academic outcomes, behaviour and relationships. EEF Improving Social and Emotional Learning	4, 5
Family Support Worker to provide practical and emotional support for families, including 'Family Thrive' and courses such as 'Dealing with disappointment and uncertainty'.	The EEF research recommended that schools *provide practical strategies to support learning at home as well as more sustained and intensive support* where needed as two of the 4 recommendations. Working with Parent to Support Children's Learning	4, 5
Relax Kids will be offered to groups of children in KS2 to support wellbeing and improve self-esteem.	Relax Kids supports children's mental and emotional health and wellbeing by giving them a range of tools and techniques to help calm their body and mind and build confidence and self-esteem. Relax Kids forms part of our offer of targeted support as recommended in the document Promoting children and young people's mental health and wellbeing	4, 5
Personalised mental health and well- being sessions will be delivered to children requiring targeted support.	It is widely recognised that a child's emotional health and wellbeing influences their cognitive development and learning. Developing targeted provision for supporting mental health and wellbeing is one of the eight principles driving the Senior Designated Mental Health Lead's work in schools. Promoting children and young people's mental health and wellbeing	4
Play Therapist to work with children identified as requiring a high level of emotional and support.	Play therapy is a recognised therapeutic intervention for children. *Children's experiences and relationships affect their brain organisation, structure and development (Riggs 2006, Fishbein 2007). Research shows that when a child is helped to link words to feelings, cerebral pathways linking higher and lower brain structures are strengthened. This increases their ability to manage strong feelings and stress later in life, skills vital for socio-emotional success (Hariri 2000, Pennebaker 1993, Fossati 2003).*	4

	Play Therapy UK	
School counsellor available to work with allocated pupils and provide a counselling service to them.	Counselling has a positive effect on young people's confidence, resilience, sense of self-worth, family relationships, friendships, school attendance and academic achievement. School counselling forms part of our offer of targeted support as recommended in the document Promoting children and young people's mental health and wellbeing EEF Improving Social and Emotional Learning	4
Increase the wider opportunities for pupils including culturally enriching experiences and activities they would not otherwise participate in.	Participation in wider clubs and visits will develop confidence and self-esteem. Children will be supported to visit the culturally enriching sites around Worcester. Extra-curricular clubs will be tracked to promote strong take up by disadvantaged children.	4, 5
Attendance of all children is monitored closely by the Family Support Worker and advice and practical measures put in place to support families.	The school family support worker will lead on incentives to promote excellent attendance for all pupils as well as design personalised support for individual families require more support with morning routines. EEF Attendance interventions rapid evidence assessment	5
Breakfast Club and daily milk are available to all children and funded for those in receipt of FSM.	Providing disadvantaged and vulnerable children a free and healthy breakfast is known to give them a positive start to the day. The early club ensures that children are in school on time and ready to start their learning. EEF National school breakfast programme	5, 6
Funding for peripatetic music lessons and visits including residentials, is available for families in receipt of FSM.	Engagement in wider opportunities, including residentials in KS2, supports children to experience cultural, educational and outdoor learning activities that deepen understanding of the curriculum.	4, 5

Total budgeted cost: £ *[insert sum of 3 amounts stated above]*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

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.

The data demonstrated that disadvantaged children make strong progress from their starting points and many continue to achieve well through school attaining in line with their non-disadvantaged peers nationally.

EYFS 60% of Pupil Premium children achieved a Good Level of Development compared to 80% of all pupils

Phonics Screening Check 63% of Pupil Premium children passed the PSC compared to 8% of all pupils

Key Stage 1

Subject Area	All Pupils	Pupil Premium Children
Reading/Writing and Maths combined	65%	33%
Reading	79%	83%
Writing	76%	33%
Maths	79%	67%

Year 4 Multiplication Check

96% of all children passed the MTC compared to 70% of pupil premium children.

77% of all children scored full marks in the MTC compared to 70% of pupil premium.

Average score for all children was 24.47 and 24.3 for pupil premium children.

Key Stage 2

Subject Area	All Pupils	Pupil Premium Children
Reading/Writing and Maths combined	58%	56%
Reading	75%	63%
Writing	80%	81%
Maths	71%	81%

Reading Plus – 27 children in Year 6 accessed the Reading Plus Programme this year.

Summary Year 6

2.55	Average level gain where +1 level gain in Reading Plus = +1 year in text readability
93.5	Average total lessons

Summary Year 5

2.49	Average level gain where +1 level gain in Reading Plus = +1 year in text readability
71.66	Average total lessons

Learning Zone – 55% of pupils reached the expected standard in the KS2 Maths test and 100% of pupils reached the writing standard.

Third Space Learning – 29 pupils (13 pupil premium children) have engaged in the 1-1 tuition this year, totalling 496.

Over 330 children have been supported through the Early Help Offer this academic year. This includes 185receiving Thrive Interventions, 159 PEMS (Personalised Emotional and Mental Health Support), 50 received Relax Kids therapy, 10 have had regular sessions with the school counsellor and 11 have received Play Therapy.

In summary, we feel that our Disadvantaged pupils access high quality teaching and learning and benefit from being prioritised for the additional interventions that enable to them to keep up with their peers. Our disadvantaged children attain very well from their lower starting points on entry and attain in line with (sometimes better than) their non-pupil premium peers by the end of KS2.

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
AI Maths one-to-one tutoring	Third Space Learning
Reading Plus	Daisy Education