

Pupil premium strategy statement – Ermington Primary 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	Ermington Primary School
Number of pupils in school	85
Proportion (%) of pupil premium eligible pupils	6%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended)	3
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Dan Kay
Pupil premium lead	Dan Kay
Governor / Trustee lead	Sue Castello

*1 year due change of SLT. After this initial year of review, we will adapt the suggested 3 year plan.

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 8925
Recovery premium funding allocation this academic year	£ 0
Pupil premium funding carried forward from previous years	£ 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	£ 8925
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Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve their full potential across all subject areas. Our pupil premium strategy focuses on supporting disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges and support the needs of financially disadvantaged pupils and those who are otherwise vulnerable, such as children who act as young carers or have a social worker. Also embedded within this are our plans for Education Recovery following the COVID-19 pandemic. This will involve targeted support for pupils whose education has been worst affected, which again includes children who may otherwise be non-disadvantaged.

For the purposes of this Strategy Plan, we will refer to all pupils within these categories as 'disadvantaged'.

High-quality teaching is at the heart of our approach, focusing on areas where disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantaged attainment gap and, at the same time, will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach responds to common challenges and individual needs and is rooted in robust diagnostic assessment, not assumptions about the impact of disadvantages and other challenges. The approaches we have adopted complement each other to help pupils excel.

To ensure this plan is effective, we will adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and have high expectations of what they can achieve.

Challenges

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

	Detail of challenge	
1	Not meeting ARE in reading KS1 and KS2	Formal assessments, observations, and discussions with pupils indicate underdeveloped skills and some significant gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among these pupils than their peers.
2	Not meeting ARE in writing KS1 and KS2	
3	Not meeting ARE in maths KS1 and KS2	
4	Vocabulary and oracy skills	Quality first teaching of fluency and vocabulary in all class and in all subjects.
5	Higher than average level of absence	In 2024/25, the rate of attendance for FSM was 96.7% compared to 97.1% for non-FSM children, a slight difference. While attendance is high, we will continue to target closing this 0.4% gap.

6	Emotional needs	Disadvantaged children show increased signs of concerns and anxieties which need to be addressed
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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 – <i>Our disadvantaged and vulnerable children will:</i>		Success criteria
1	Engagement in all subjects -ensuring the development of reading and writing through all subjects.	Assessments and observations indicate significantly improved oral language skills. This is evident when triangulated with other evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. The gap between disadvantaged and non-disadvantaged children will therefore be narrowing.
2	Achieve at expected age-related level in reading unless there is a cognitive difficulty.	
3	Achieve at expected age-related level in writing unless there is a cognitive difficulty.	
4	Achieve at expected age-related level in maths unless there is a cognitive difficulty.	
5	Demonstrated improved school attendance, with the gap closed compared to non-FSM.	The gap in attendance between children on Pupil Premium and their peers will have narrowed significantly. The rate for those who were persistently absent in 2024-25 will also have significantly improved with the gap narrowing significantly.
6	Develop good levels of oracy and vocabulary, in line with their peers.	Children will be able to communicate verbally(talk)in full sentences using a wide range of vocabulary.
7	Increased participation in high value extracurricular activities.	Children will participate in cultural capital events such as JTT and the residential trips, events that they are potentiallyunlikely to get access to. Children to articulatewhat this has meant to them and value that it provides.
8	Development of stronger pupil voice	Children can articulate about their learning experience, including dispositions and can talk knowledgably about their learning journey and aspirations.

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.

1. Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 5475

Activity	Evidence that supports this approach (Taken from the EEF Teaching & Learning Toolkit)	Challenge number(s) addressed
<p>Structure our classes to maintain small class sizes where possible.</p>	<p>Effective feedback to children is a well-proven and highly effective strategy for raising standards. Having smaller classes enables teachers to dedicate more time to individual children to provide this, with higher quality interactions and greater impact as a result.</p> <p>Smaller classes also enable teachers to spend more time supporting children's social and emotional needs and engaging effectively with parents and carers.</p>	<p>1, 2, 3, 4,</p>
<p>Release time for maths and English subject leaders to develop their subjects, including training, establishing policies and teaching schemes, support for colleagues, and monitoring of provision.</p>	<p>English – evidence that a focus on oral language interventions; phonics & early reading; reading comprehension strategies; mastery learning; and provision of effective feedback are all highly significant in supporting disadvantaged children</p> <p>Maths – focus as above on mastery learning and provision of effective feedback.</p>	<p>1, 2, 3, 4</p>
<p>Curriculum: On-going investment of time and resources into developing an outstanding curriculum which clarifies the intent, implementation, and impact of <u>all</u> subjects, and which meets the needs of all pupils regardless of any disadvantage they may face.</p> <p>This will include training and release time for Subject Leads to develop and disseminate their plans.</p>	<p>The EEF Teaching & Learning Toolkit specifies several evidence-based areas of high impact which will underpin our work on both the Curriculum and Teaching and Learning:</p> <ul style="list-style-type: none"> - Support for reading, including phonics, early reading, fluency, and comprehension. - Developing Metacognition and self-regulation approaches, teaching pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluation. - Developing Mastery Learning, whereby the time needed for pupils to become proficient or competent is varied according to progress, with support targeted effectively when and where needed. 	<p>All</p>
<p>Teaching and Learning: On-going investment of time and resources into ensuring that all children benefit from Quality First Teaching which is at least good, with most that is outstanding. We are using Rosenshine's 'Princi-</p>	<ul style="list-style-type: none"> - Ensuring that teachers give timely and effective feedback to pupils at the point of need, enabling rapid progress in understanding and learning. - Arts participation – developing our provision in all arts subjects including art, DT & music. 	<p>All</p>

ples of Learning' to develop highly effective strategies which are having a similar impact across all year groups.



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

Budgeted support: £2000

Activity	Evidence that supports this approach (Taken from the EEF Teaching & Learning Toolkit)	Challenge number(s) addressed
<p>Consolidated introduction of Read Write Inc to ensure rigorous, systematic teaching of phonics across KS1 and KS2 where needed.</p> <p>This includes significant ongoing funding for the resources for release time for RWI leads to attend additional training and development days and for staffing required for effective delivery.</p> <p>Provision of support staff to provide or enable intervention and additional support at the point of need in any subject for those disadvantaged pupils who require this. Support may be given in the form of pre-teaching of targeted support with the mainstream lesson, or through the subsequent intervention of pupil conferencing.</p>	<p>Reading is central to all learning, and low attainment in reading has a negative impact on all areas of the curriculum.</p> <p>There is extensive evidence that phonics has a positive impact on early reading, particularly for children from disadvantaged backgrounds.</p> <p>TAs to provide structured and regularly assessed reading intervention groups (separate tracking data available).</p> <p>Note EEF -Teaching Assistants can have a very positive impact on pupil outcomes, particularly when they are trained to deliver this to individuals or small groups, supplementing high-quality first teaching.</p>	<p>2 – directly 1,3,4 - indirectly</p>
<p>Continued implementation of the learning from the Babcock Reading Fluency Intervention Programme.</p> <p>Fresh Start to be implemented for appropriate KS2 students.</p>	<p>Focused TA-led intervention based on proven models to improve children's fluency levels and reading ages.</p>	<p>1, 2 – directly 3,4 - indirectly</p>
<p>Provide targeted support for children in KS2 who need support with understanding and comprehension. To be delivered by teachers and TAs, who will receive appropriate training.</p>		
<p>1:1 Tuition delivered weekly in Spring Term for targeted pupils in Years 1 (phonics) and Year 6 (maths/English)</p>	<p>Specific, tailored and adapted intervention and pre-teacher delivered by teachers and other professional on targets identified by the class teachers and SLT.</p>	<p>1, 2 ,4, 6</p>

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

Budgeted cost: £1440

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Thrive practitioners are supported (and receive ongoing training) to work with children with social and emotional needs. A significant number of these children are in receipt of FSM.</p>	<p>Interventions improve pupils' mental health needs including decision-making skills, interaction with others, self-management of emotion and resilience. This approach also supports parents and has resulted in improved attendance and engagement.</p>	<p>All</p>
<p>The Headteacher acts as Pupil Premium Lead with responsibility for:</p> <ul style="list-style-type: none"> - Monitoring and support of teaching and learning - Carrying out half termly pupil progress meetings - Monitoring and improving attendance - Engaging with parents and families 	<p>The HT is active in supporting teachers and TAs in providing high quality teaching and learning, including effective feedback and support for social and emotional needs as above; developing mastery and supporting interventions in oracy, reading, writing and maths; supporting behaviour intervention; and engaging with hard-to-reach parents.</p> <p>The PP Lead also has responsibility for monitoring and improving attendance. Attendance is monitored monthly with the admin staff/Trust leaders. This is a proactive approach which engages parents early and looks at reasons for poor attendance - e.g., supporting mental health of parents through Early Help.</p>	<p>1, 2, 3, 4, 5</p>
<p>The Headteacher conducts termly monitoring in every class in the school. This involves in-depth monitoring and analysis of teaching and learning within that classroom and subsequent collaborative discussion with the teacher to discuss and analyse the findings.</p> <p>These meetings prioritise disadvantaged children, as identified in provision maps, and focus on ensuring that they are making outstanding progress.</p>	<p>Previous experience has shown us that this approach maintains close engagement with teachers and is highly effective in ensuring and assuring high quality teaching and learning for all.</p>	<p>All</p>

<p>All disadvantaged pupils are given the opportunity to take part in whole class or school extra-curricular activities, including residential trips, with financial support given where necessary.</p>	<p>Many disadvantaged children miss out on wider enriching experiences beyond their own homes and local environments. Ensuring that disadvantaged children experience a wide variety of experiences enriches their cultural capital and improves their self-esteem.</p>	<p>All</p>
<p>We ensure the involvement of all parents at events such as parents' evening and open days, by issuing personal invitations and making appointments when required.</p>	<p>Parental engagement in children's education has a positive impact on progress and attainment, encouraging parents to support learning at home and providing children with consistent messages between home and school.</p>	<p>All</p>
<p>Additional funding of Attendance Officer and services of a Trust employed EWO to:</p> <ul style="list-style-type: none"> -monitor attendance of a half termly basis -Engage with parents and provide support to improve attendance where needed, taking account of any underlying reasons for poor attendance. <p>Regular SLT attendance meetings to be held.</p>	<p>Higher absence rates equate to lower academic achievement. If children are not in school, they will not learn and they will fall behind. There is a strong link and correlation between disadvantaged children and low attendance, and addressing this is critical to our approach.</p>	<p>5</p>

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details our pupil premium activity's impact on pupils in the 2024 to 2025 academic year.

It is hard to identify a noticeable data trend for our Pupil Premium children, with such relatively small numbers, with several making good progress on an individual level, which can be detailed. Attendance is a significant point to continue to improve, and this is a crucial priority for the year ahead. It continues to go in an upward trajectory but is below our current whole school attendance of 97.1% for 2024/25 by around 0.4%, so the gap is still slightly evident, even above National.

Our assessments and observations also indicate that pupil well-being and mental health continue to be impacted by the legacy of COVID-19-related issues. The impact was particularly acute for some disadvantaged pupils. We have continued to use pupil premium funding to provide well-being support for all pupils and targeted interventions where required. We are building on that approach with the activities detailed in this plan. We have built on this by providing support through wrap around care, particularly morning sessions when a TIS approach and intervention enables a positive start to daily routines.

Attendance meetings and earlier interventions have positively impacted outcomes, although the ongoing focus for these pupils and PP conferencing will be critical to continued success.

We have a complete analysis of outcomes for children on Pupil Premium, which often shows good progress for those with and those without SEN. As this analysis includes small numbers of children, we are precluded from reporting this here for confidentiality reasons.

During 2025-26, we will remain focused on identifying barriers to learning and addressing the needs of all groups. Key priorities include:

A tighter focus on termly Pupil Progress Meetings priorities discussion about disadvantaged children and follow-up to put further support or intervention in place where needed.

A continued focus on reading for all disadvantaged children – securing early phonics, fluency, and comprehension skills and continuing to nurture a growing love of books and reading.

We are employing an EWO to assist with securing good attendance for all chil-

dren.

Attendance

The attendance gap between disadvantaged children and their peers was reduced to 0.4% (previously 1.24%). Our disadvantaged pupils attendance is currently 96.7%, compared to 97.1% non-disadvantaged.

We will continue to prioritize disadvantaged children when managing attendance and plan to improve our levels of engagement with parents to continue to close the gap.

Data

Intervention and support will be used to ensure the % of PP children achieving EXS at the end of key stage 2 increases. To enable this, we are focusing on a 1:1 tuition program to raise standards in English and maths. Our own analysis demonstrates that focused, tailored teaching of vocabulary and fluency in reading and maths respectively will have the highest impact on closing to gap and achieving the expected standard.

Externally provided programmes.

Please include the names of any non-DfE programmes you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Jigsaw PSHE	Jigsaw
Read Write Inc Phonics Programme	Read Write Inc
Reading Pro	Scholastic Learning Zone
Nessy Fingers	Nessy
Accelerated Reader	Renaissance