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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Palterton Primary School
Number of pupils in school	89
Proportion (%) of pupil premium eligible pupils	23
Academic year that our current pupil premium strategy plan covers	2025-2026
Date this statement was published	1-10-2025
Date on which it will be reviewed	1-10-2026
Statement authorised by	Ros Horsley
Pupil premium lead	Ros Horsley
Governor lead	Chris Moorwood

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£24,610
Recovery premium funding allocation this academic year	£0
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	£24,610

Part A: Pupil premium strategy plan

Statement of intent

Our intention is for any difference between the disadvantaged children and non-disadvantaged children to be negated by the decisions and support we make in school.

Challenges

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

Challenge number	Detail of challenge
1	Low academic attainment especially in children who lack home support in reading and homework.
2	Low self-esteem and motivation to achieve academically due to low aspiration.
3	Pastoral needs and emotional support, in cases effected by experiences in home life and/or lack of enrichment activities outside of school.
4	Attendance and valuing of school achievement, including term-time holidays.

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
Children to achieve to their targeted attainment level and the best of their ability in academic areas of learning especially reading.	80% of children to achieve their expected standard in reading, writing and maths.
Children to strive to achieve and feel pride in their achievements.	Children receive praise and acknowledgement for their progress and achievements which are celebrated and shared with the whole school community.
Children have equal opportunities for enrichment activities within school including after school clubs. Out of school activities are signposted and promoted to families. Emotional and pastoral needs are met or being met.	Children have a wider range of experiences. Emotional needs are being addressed through relevant support services/ therapeutic support.
Attendance is above 95% for all children. Catch - up support has been completed following periods of absence due to term-time holidays.	Attendance is 95% or above.

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.

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

Budgeted cost: £ 7,713.69 + £12,856.16 = £20,569.85

Activity	Evidence that supports this approach	Challenge number(s) addressed
One to One tuition – this will be provided by an experienced member of staff who is known to the children and school which should benefit increased effectiveness. 1.5 hours per week for 38 weeks £7,713.69	Evidence suggests that one to one tuition is effective in closing the learning gap. This has been our experience in the past.	1 and 2
Reading support daily for PP children. – half an hour a day for each class 2.5 hours per week for 38 weeks teaching assistant support £12,856.16	Regular reading support has been proven to support the children on not only their reading progress and attainment but also impacting on other subject areas. Children will discuss their reading book and the content, characters, vocabulary and developing reading skills.	1 and 2

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

Budgeted cost: £ 3121.12 + £1096 = £4217.12

Activity	Evidence that supports this approach	Challenge number(s) addressed
Weekly face to face meetings with children from specialist **early help** support. (P4YP) £3121.12	'Positive 4 Young People' (P4YP) are our chosen early help support. They can support families and the children directly to ensure that pastoral needs are met. The face to face sessions enable relationships to form in order to support the children's wellbeing and emotional needs. It helps provide an understanding of the way the family's situation/ circumstances are impacting on it's members. This support proved effective last year in supporting attendance and supporting those unable to attend during lockdown. Regular contact is maintained via messaging between the family and the key worker which ensures that any change in circumstance or problem is identified early and solutions identified to minimise the effect on the child/ren.	1,3 and 4

	Children are monitored through pupil progress meetings and pupil tracking data.	
Equal Enrichment Opportunities- Ensuring that children have equal opportunities for enrichment. Milk scheme subsidised - £500 Storytime magazine & additional reading resources for home - £96 Visits subsidised for families to support attendance -£500 Total £1096	Ensuring equality of opportunity for children reduces anxiety and/ or isolation whilst promoting inclusion and equality for all.	3

Total budgeted cost: £ 24,786.97

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2022 to 2023 academic year.

During the previous year the pupil premium support by teaching assistants ensured that children had continuity of support especially with their reading. Children were supported with additional reading resources for home, as well as in class support. Additional areas of support like school milk and subsidising visits have served to ensure greater equity which has boosted self-esteem and reduced anxiety from families and subsequently children. P4YP provided ongoing support for the identified families through home visits, phone calls and text messages which proved essential for families who struggled with parenting skills, bereavement, emotional difficulties, motivation and finances. The children received 1 to 1 support in school which addressed their mental health needs and significantly supported their attainment in school.