

Pupil Premium Strategy Statement

Urchfont C of E 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	85
Proportion (%) of pupil premium eligible pupils	December 2025 PP 12.9% FSM 9.4% FSM6 11.8% Service 1.2% PLAC 2.4% LAC 0.0% EAL 0.0%
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)	2025/2026 2026/2027 2027/2028
Date this statement was published	18/12/25
Date on which it will be reviewed	18/12/26
Statement authorised by	EQUA Mead
Pupil premium lead	Catherine Groves
Governor / Trustee lead	Ian Walker

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13,535
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0

Part A: Pupil Premium strategy plan

Statement of intent

“We can do all this through Him who gives us strength” (Philippians 4:13).

As a Christian school in the heart of Urchfont, we are led by our values of respect, compassion, joy, perseverance, wisdom, and courage. These values shape our commitment to helping children grow in inner strength, resilience, and a love of learning.

What we stand for aligns with the EQUA Mead Learning Trust’s guiding principle, “Every Child, Every Chance.” Together, these shared foundations strengthen our dedication to ensuring that every pupil—including those who are socially disadvantaged—receives the support, opportunities, and encouragement they need to thrive.

All staff and governors share responsibility for every child’s growth. Through high-quality teaching, targeted support, and a caring, nurturing environment, we work to remove barriers, close gaps, and help every pupil reach their full potential.

Key Principles

Every Child Matters: All pupils are valued and supported to achieve their full potential.

High-Quality Teaching for All: Teaching is inclusive, evidence-informed, and responsive.

Targeted Support: Interventions are provided where needed to remove barriers and close gaps.

Pastoral Care and Wellbeing: All pupils’ emotional, social, and spiritual development is nurtured.

Collective Responsibility: All staff and governors share accountability for the progress and wellbeing of disadvantaged pupils.

Inclusive Opportunities: All pupils are encouraged to access enrichment, extracurricular activities, and wider learning experiences.

Ultimate Objectives

Close Attainment Gaps for Disadvantaged Pupils: Support disadvantaged pupils to achieve outcomes in line with, or exceeding, their peers.

Build Confidence and Resilience: Help every child develop self-belief, perseverance, and emotional strength.

Foster a Love of Learning: Encourage curiosity, engagement, and enjoyment of learning for all pupils.

Promote Equal Opportunities: Enable every child to access the curriculum, enrichment, and extracurricular experiences.

Prepare Pupils for the Future: Equip all pupils with the skills, knowledge, and personal qualities to succeed in their next stages of education and life.

Achieving These Objectives

To achieve our objectives, we provide a broad and flexible range of support designed to enhance the learning and development of all disadvantaged pupils, this typically includes:

- Individual Education Plans (IEPs) tailored to pupil needs
- 1:1 and small group support, often led by a teaching assistant for pupils requiring additional support
- Parental workshops to engage families in the learning process
- Well-being Wednesdays developing emotional and regulation strategies
- A rich Enrichment Programme offering wider learning experiences such as Forest School and residential
- Access to music lessons and after-school clubs
- Our 11 before 11 passport of experiences
- Targeted resources to support learning, such as sensory equipment, reading materials, or laptops
- Alternative provision where appropriate
- Morning nurture group
- Early morning Wake and Shake
- Pastoral and ELSA support
- Continuous staff CPD to enhance teaching and support strategies
- Financial support towards educational visits and residential trips

Challenges

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

Challenge number	Detail of challenge
1	Variations in home learning support
2	Low engagement or motivation in learning
3	SEND/SEMH needs
4	Difficulty in spelling and in organising and structuring writing effectively
5	Limited range of vocabulary affecting communication and comprehension
6	Limited fluency in mathematics, with key number facts not yet fully secured

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
Learning at home is reinforced through strong family engagement, helping to create a coordinated and supportive relationship with the school.	Regular home reading (a minimum of three times each week) is encouraged and noted in pupils' reading diaries. By attending school events and participating in workshops, families build confidence in helping their children learn at home.
Pupils come to school consistently and on time, demonstrating high expectations of themselves.	Through early morning Wake and Shake all children will regularly be in school on time.
Strengthen early mathematical understanding by embedding the <i>Mastering Number</i> programme in EYFS and KS1, enabling all pupils to develop secure number sense, confidence with early mathematical concepts, and a strong foundation for future learning.	Disadvantaged pupils develop secure early number sense and make sustained progress in line with their peers, narrowing gaps in early mathematical understanding.
Through the consistent delivery of the Sounds and Syllables spelling programme to all pupils across the school, children with spelling difficulties, including those who are socially disadvantaged, will develop stronger phonological awareness and spelling skills. Targeted support within this whole-school approach will enable socially disadvantaged pupils to improve spelling accuracy, apply effective spelling strategies independently in their writing, and reduce the attainment gap with their peers.	The Sounds and Syllables spelling programme is implemented consistently for all pupils across the school, leading to improved spelling outcomes. Socially disadvantaged pupils make at least expected progress from their starting points, with improved spelling accuracy and effective application of taught strategies evident in their independent writing. Over time, there is a reduction in common phonetic and high-frequency spelling errors, alongside increased confidence and engagement in spelling, particularly among socially disadvantaged pupils.
Improve the quality, structure, and independence of writing in KS2 by introducing clear, consistent writing sequences. This approach aims to support disadvantaged pupils by providing explicit modelling, scaffolding, and opportunities to internalise vocabulary and writing structures, enabling them to produce more confident, well-organised written work.	Disadvantaged pupils demonstrate increased confidence and independence in writing, with improvements in structure, vocabulary choice, and overall writing outcomes that reflect progress in line with their peers.
Strengthen pupils' language development through the explicit teaching of vocabulary, enabling all pupils to better understand and use key terminology across the curriculum. This approach aims to improve retrieval, deepen comprehension, and support pupils in	All pupils, including disadvantaged pupils, confidently recall and use explicitly taught vocabulary in speaking, reading, and writing, demonstrating understanding and application across the curriculum, as evidenced through

confidently applying new vocabulary in both spoken and written contexts.	classroom work, discussions, and assessments.
Improve the emotional wellbeing, engagement, and readiness to learn of all pupils by providing targeted pastoral support and structured ELSA intervention. This will enable all pupils to develop emotional regulation, resilience, and positive relationships, resulting in improved attendance, behaviour, and academic progress.	Disadvantaged pupils receiving pastoral and ELSA support show measurable improvements in emotional wellbeing, engagement, and readiness to learn, resulting in stronger attendance, positive behaviour, and sustained progress in line with or exceeding their individual targets.
Ensure that all pupils begin the school day feeling calm, emotionally regulated, and ready to learn by providing a structured morning nurture group that supports positive routines, reduces anxiety, and promotes a successful transition into the classroom.	Disadvantaged pupils attending the morning nurture group demonstrate improved readiness to learn—evidenced by calmer starts to the school day, increased engagement in lessons, reduced early-morning behaviour incidents, and improved attendance and punctuality.

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: £3186.80

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD in teaching explicit vocabulary including teachers observing excellent practice and the implementation of the CUSP curriculum.	EEF research shows that explicit vocabulary teaching improves comprehension, retrieval, and academic outcomes. Repeated exposure and use of key terms across contexts helps pupils retain and apply new language confidently, supporting understanding and communication across the curriculum.	2, 3, 4, 5
CPD in teaching and developing writing sequences in KS2 including teachers observing excellent practice.	Structured writing instruction with modelling, scaffolding, and guided practice improves pupils' writing quality and independence. Teaching writing structures and vocabulary helps internalise skills and supports disadvantaged learners to produce confident, organised work.	2, 3, 4, 5

CPD in the teaching of the Mastering Number Programme in EYFS and KS1 including teachers observing excellent practice.	Early, systematic number interventions improve pupils' understanding, fluency, and confidence in mathematics. The Mastering Number programme is evidence-informed and designed to develop secure number sense in EYFS and KS1, supporting mental calculation, conceptual understanding, and a strong foundation for future mathematical learning.	2, 3, 6
CPD in teaching the Sounds and Syllables spelling scheme across the school.	High-quality teaching has the greatest impact on outcomes for socially disadvantaged pupils. Explicit, structured spelling instruction focused on sounds and syllables, delivered consistently across KS2, supports pupils with spelling difficulties. Effective CPD ensures staff can deliver the scheme confidently and as intended, improving spelling accuracy and application in independent writing, in line with EEF guidance.	2, 3, 4

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

Budgeted cost: £6118.60

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of a new library space and reading resources (partly funded through Pupil Premium) Limited access to reading materials and support at home is addressed by providing a new dedicated library space. This offers pupils a calm environment for reading, reflection, and discussion, supporting rich vocabulary development. Library sessions are scheduled for every class each week, with opportunities for pupils to borrow books.	Research shows that access to a wide range of reading materials and dedicated reading time improves vocabulary, comprehension, and overall literacy outcomes. The EEF highlights that fostering a reading culture, including time for independent reading and discussion, particularly benefits disadvantaged pupils by increasing engagement, fluency, and exposure to rich language.	1, 2, 3, 4, 5

1:1 and small group TA support across KS2	Smaller group sizes lead to better outcomes for pupils.	2, 3
The school will run parent workshops for all families, giving practical strategies to support spelling and early number skills at home, reinforce classroom learning, and track progress, with follow-up resources provided.	Family engagement improves outcomes for all pupils, with clear strategies boosting parents' confidence to support learning at home.	1, 2, 3, 4, 6

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

Budgeted cost: £4229.60

Activity	Evidence that supports this approach	Challenge number(s) addressed
Specialist ELSA TA	<p>EEF research shows that high-quality ELSA interventions improve behaviour, emotional regulation, and academic progress. National findings on ELSA provision demonstrate that structured emotional literacy support increases resilience, reduces anxiety, and helps pupils re-engage with learning.</p> <p>This evidence supports our focus on improving pupils' emotional wellbeing and readiness to learn, helping to remove barriers to attendance, behaviour, and academic progress.</p>	2, 3
TA responsible to a morning nurture group	Predictable morning routines and supported transitions help reduce anxiety, strengthen emotional regulation, and enable pupils to settle quickly for learning.	2, 3
TA Wake and Shake	Regular physical activity improves mood, concentration, and emotional wellbeing, supporting pupils' readiness to learn. Structured early-morning exercise can reduce anxiety, increase engagement, and positively impact attendance.	2, 3

Total budgeted cost: £13,535

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Activity	Review July 25
Use of TAs to provide targeted intervention for pupils whose prior attainment indicates the need for them to make accelerated progress to reach appropriate ARE.	Disadvantaged children achieving age related expectations (ARE) or above at end of their year: R:55% W:64% M:73%
Use of Times Tables Rock Stars.	Year 4 MTC Data 53% achieved 25/25 93% achieved 23plus
1 to 1 led SALT intervention based on SALT targets following periodic review.	1:1 SALT support was delivered by the SALT TA in line with individual targets. Progress was monitored through regular reviews, resulting in either discharge or the setting of new targets. The intervention effectively supported pupils' speech and language development, ensuring tailored, outcomes-focused support.
1 to 1 and small group TA led provision based on teacher directed activities following half-termly reviews.	Disadvantaged children achieving age related expectations (ARE) or above at end of their year: R:55% W:64% M:73%
Teacher led reading comprehension strategies with pupils grouped in small groups, including collaborative approaches.	Disadvantaged pupils reaching age related expectations or above in reading (ARE): R: 55%
No charge for disadvantaged pupils to access extra-curricular activities such as after school clubs, educational day visits and music tuition.	Disadvantaged pupils were able to access after-school clubs, educational visits, and music tuition at no cost or reduced cost. This removed financial barriers, promoting wider

	participation, engagement, and enrichment opportunities.
Ensure pupils have access to a trained ELSA. Termly audit by ELSA and class teachers to assess unmet mental health needs.	Pupils had access to a trained ELSA, with termly audits by the ELSA and class teachers identifying and addressing unmet mental health needs. This ensured timely, targeted emotional support.
Provide access to school's Family Support Advisor, who can provide support and advice, family signposting to parental courses and supporting families to access charities where necessary e.g. local foodbank, clothing charity.	Although no PSA was in post last year, families continued to have signposting to parental courses, and support in accessing local charities such as foodbanks and clothing services.
Ensure pupils are dressed in similar clothing to their peers by school purchasing school sweatshirts on their behalf – this ensures positive self-esteem within the pupils.	The school provided sweatshirts for pupils in need, ensuring they wore similar clothing to their peers and supporting positive self-esteem and inclusion.
Deploy appropriate IT equipment and resources for pupils who are required to undertake home learning for a period of time.	Appropriate IT equipment and resources were provided to pupils required to complete home learning, ensuring continuity of education and access to the curriculum.

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
Times Tables Rockstars	School

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year

Strategies funded by this allocation included TA support, ELSA support and extra-curricular activities.

The impact of that spending on service pupil premium eligible pupils

The pupils are non-mobile and have attended the school for many years. When required they have access to interventions available to all.

100% of pupils achieved expected or greater than expected in reading, writing and maths.

