

# Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 academic year) 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   | Middlezoy and Othery Primary Schools |
| Number of pupils in school  | As of Sept 2025                      |
| Proportion (%) of pupil premium eligible pupils                         | 69 on roll. 18.75%                   |
| Academic year/years that our current pupil premium strategy plan covers | 2025-2026                            |
| Date this statement was published                                       | September 15 <sup>th</sup> , 2025    |
| Date on which it will be reviewed                                       | September 15 <sup>th</sup> 2026      |
| Statement authorised by   | Lindsay Hayward                      |
| Pupil premium lead  | Ellie Booth                          |
| Governor / Trustee lead   | Nicola Mannion                       |

## Funding overview

| Detail   | Amount |
|--|--------|
| Pupil premium funding allocation this academic year  | £8265  |
| Recovery premium funding allocation this academic year<br><i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i>              | N/A    |
| Pupil premium funding carried forward from previous years ( <i>enter £0 if not applicable</i> )  | £0     |
| <b>Total budget for this academic year</b><br><i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i> | £8265  |

# Part A: Pupil premium strategy plan

## Statement of intent

At Middlezoy and Othery Primary Schools, we provide a high quality of education for all of our pupils, regardless of ability or background, and are wholly committed to fully meeting their academic, pastoral and social needs within a truly caring and nurturing environment. Our aim is that all our children will develop a love for learning and acquire skills and abilities commensurate with fulfilling their potential and ensuring that they are ready for the next phase of their educational journey. We acknowledge, however, that the educational outcomes for children eligible for the Pupil Premium Grant are not as good nationally as the attainment of children who do not receive the grant. With this in mind, we have prioritised our spending so that this pupil group have the best targeted help to enable them to do at least as well as their peers in both the core areas of Mathematics and English, as well as in other areas of their education.

## Challenges

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

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | Increase attainment of PPG children as they progress from KS1 to KS2 |
| 2                | Support social, emotional and mental health needs                    |
| 3                | Increase parental engagement   |
| 4                | Access to a broad, enriched curriculum                               |

## 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  |
|---|---|
| To ensure that in reading, writing and maths our PPG children close the gap and do as well in their attainment and progress from KS1 to KS2 as their non-disadvantaged peers, in school and nationally. | <ul style="list-style-type: none"><li>• PPG pupils will reach the expected standard for their year group in reading, writing and maths.</li><li>• Scaled scores of SATs in Years 2 and 6 will be in line with their non-PPG peers.</li><li>• PPG pupils will pass their Phonics Screening (Y1) and Multiplication Check (Y4).</li></ul> |

|   |   |
|---|---|
|   | <ul style="list-style-type: none"> <li>• Targets set are ambitious and staff ensure there is rigour throughout the whole curriculum.</li> <li>• Teachers and pupils adapt the curriculum to meet the needs of individual pupils to ensure all pupils achieve.</li> <li>• School maintains fidelity to the phonics scheme and teachers and support staff are highly skilled at delivering high quality learning.</li> <li>• Quality first teaching can be observed in: lessons, work scrutiny and attainment results throughout the year</li> <li>• The school provides a varied and enriched curriculum with wider learning opportunities for all; children are aware of their local community and play an integral part within it.</li> <li>• Regular assessment of pupil's knowledge and attainment are carried out to identify any areas for intervention.</li> <li>• Interventions are personalised to the pupil's needs and are swiftly implemented to ensure all pupil's make the progress expected of them. Access to specialist advice is sought.</li> <li>• Teachers and Teaching Assistants receive high quality CPD, coaching and mentoring to deliver successful intervention programmes alongside quality first teaching.</li> <li>• Pupils are encouraged to become confident, independent learners to develop the skills essential to achieve year group expectations.</li> <li>• Rigorous monitoring of progress, attainment and interventions ensure that children achieve</li> <li>• Additional support in Maths through booster and catch up sessions will support PPG pupils to make progress and close the gap.</li> </ul> |
| <p>To ensure our PPG pupils have their SEMH health needs met so they can always achieve their best.</p> | <ul style="list-style-type: none"> <li>• PPG pupils will have their social, emotional and mental health needs met.</li> <li>• This will include the continuation of access to education, for example, purchase of uniform and health care items such as toothbrushes and toothpaste.</li> <li>• The school will continue to work with the PFSA to provide support to the whole family to increase school attendance and school readiness and developing routines.</li> <li>• There will be a continued offer of breakfast club.</li> <li>• Targeted interventions and support programmes ensure that barriers to learning are overcome. For example, ELSA and other SEMH interventions. We will also provide intervention to support pupils with EAL.</li> </ul>  |

|  |  |
|--|--|
| <p>To increase more parental engagement with our parents of pupils entitled to Pupil Premium funding.</p>                        | <ul style="list-style-type: none"> <li>• Teachers ensure strong home-school links and encourage parental engagement throughout the year through activities such as: Family Learning. Parent Evenings and daily interaction with Parents on the playground. We will also be continuing to offer opportunities for parents to come into school and work with their children or take part in curriculum workshops to help them to support children at home, such as phonics.</li> <li>• Support will continue to be offered to families, for example this will include use of the school's breakfast club, financial support for enrichment activities, access to the school's PFSA, parental SEN support.</li> </ul> |
| <p>To ensure our PPG children are taught a broad curriculum, with equal opportunities to take part in enrichment activities.</p> | <ul style="list-style-type: none"> <li>• PPG children are able to access wide range of enrichment activities that they may not attend outside of school. This results in a sense of wellbeing and improved aspirations.</li> </ul> <p>This will include:</p> <ul style="list-style-type: none"> <li>• PP children engaging in after-school clubs.</li> <li>• Opportunities for PPG children to attend sporting events outside of the school.</li> <li>• All PP attending school trips and swimming lessons.</li> <li>• Visiting workshops which improve pupils' knowledge and understanding of the world.</li> <li>• Year 5 and 6 residential</li> </ul>   |

## 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: £2265

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| <p>Developing staff understanding and delivery of the National Curriculum across EYFS/KS1 and KS2</p> | <p>Through staff CPD, INSETs, Staff and Phase Meetings, teachers will gain a better understanding of year group curriculums and expectations across different key stages. This enhanced knowledge will ensure high aspirations for all pupils and a deeper understanding of the curriculum content.</p> <p>Staff will be and released to observe in other year groups and across other Trust schools to develop their own understanding and put pedagogy into practice.</p> <p>Purchase of resources will support teaching and learning and curriculum development. Purchase of books to target Y5 &amp; 6 curriculum knowledge.</p> <p>Observations and work scrutiny will evidence that Quality First Teaching is consistently good or better across the school.</p> <p><i>EEF Teaching and Learning toolkit impact: +5 months</i></p> | <p>1<br/>2</p>                |

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

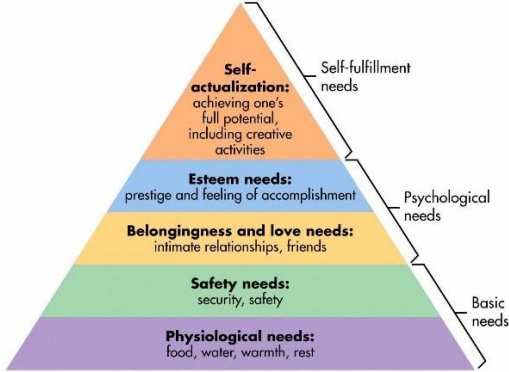
Budgeted cost: £3000

| Activity  | Evidence that supports this approach   | Challenge number(s) addressed |
|---|--|-------------------------------|
| Targeted phonics intervention and early reading support | <p>Additional LSA hours to run phonics sessions for Y1 and Y2 pupils and pupils in KS2 with SEND to ensure that they are secure in their phonic knowledge, leading to increased outcomes at the end of KS1 and KS2.</p> <p>Dedicated member of staff in each class to hear PPG readers daily.</p> <p><i>EEF Teaching and Learning toolkit impact: +5 months</i></p>    | 1                             |
| Targeted spelling intervention                          | <p>Additional LSA hours to run specific spelling sessions for PPG pupils in KS2 focusing on spelling rules for pupils will ensure that they are applying their spelling knowledge to their writing.</p> <p><i>EEF Teaching and Learning toolkit impact: +4 months</i></p>  | 1                             |
| Targeted maths intervention                             | <p>Additional teaching &amp; HLTA hours to run maths booster sessions for pupils in Year 4, 5 and 6 will ensure that they have a secure knowledge of multiplication facts, leading to improved outcomes.</p> <p>Year 4 booster with times table focus to ensure they meet the expected standard.</p> <p><i>EEF Teaching and Learning toolkit impact: +4 months</i></p> | 1                             |
| Educational Psychology                                  | <p>Purchase of Educational Psychology hours to support with the identification of cognition and learning needs and to identify support within the graduated response to SEND. Use of EP advice to develop interventions that enable PPG children to make increased progress.</p> <p><i>EEF Teaching and Learning toolkit impact: +4 months</i></p>                     | 1                             |

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

Budgeted cost: £3000

| Activity                             | Evidence that supports this approach   | Challenge number(s) addressed |
|--------------------------------------|--|-------------------------------|
| Flexible behaviour support.          | <p>Class-based LSA support for PPG children who need additional behaviour support. LSA is able to support within the classroom or outside of the class for intervention if required. Children feel safe and secure in school.</p> <p><i>EEF Teaching and Learning toolkit impact: +4 months</i></p>  | 1, 2, 4                       |
| CPD for staff member trained in ELSA | <p>School-based LSA to support the emotional needs of pupils from within school as an early intervention strategy, enabling pupils to remain in class and focus on their learning.</p> <p><i>EEF Teaching and Learning toolkit impact: +4 months</i></p>   | 2                             |
| Family support from PFSA             | <p>Staff work collaboratively with parents to engage families in learning and therefore improve behaviour and attendance. Where families need further support, this will be delivered through the PFSA programmes to improve wellbeing and social skills. This will improve cultural capital amongst pupils.</p> <p><i>EEF Teaching and Learning toolkit impact: +4 months</i></p>   | 2, 3                          |
| Enrichment Opportunities             | <p>PP pupils are able to participate in Curriculum enhancing opportunities such as music festivals, history workshop, visiting art specialist, pantomime trip and sport activities which come at an extra cost. Theatre shows and productions, artist and poet visits during curriculum time bring key stage and classes together and presents new learning in an interactive way. Pupils have opportunities to take part in performances and exhibitions leading to increased self-esteem and family participation. All PPG children have the opportunity to take part.</p> <p><i>EEF Teaching and Learning toolkit impact: +3 months</i></p> | 1,2, 4                        |
| Family learning                      | <p>Opportunities throughout the year for families to engage in their children's learning through family learning activities. Parental workshops will also be offered to support curriculum knowledge, including visiting art specialist. This strengthens the home-</p>  | 2, 3, 4                       |

|   |  |              |
|---|--|--------------|
|   | <p>school relationship and provide parents with strategies for learning at home.</p> <p><i>EEF Teaching and Learning toolkit impact: +4 months</i></p>   |              |
| <p>Access to education:<br/>Uniforms, swimming, trips, breakfast club</p> | <p>Purchase of school uniform and P.E. kits to ensure that pupils feel a sense of well-being and pride in their own appearance and feel the same as their peers, avoiding stigma.</p> <p>Purchase of health care items such as toothbrushes and toothpaste, hairbrushes will also enable PPG children to look after themselves and maintain a healthy lifestyle.</p> <p>Access to enrichment including school trips, swimming and residential camp.</p> <p>Access to breakfast club to be subsidised for PPG children. This will enable children to arrive at school on time and well-fed so that they are ready to learning.</p> <p>Maslow's Hierarchy of Need:</p>  <p>This ensures children's basic needs are met.</p> | <p>1, 2,</p> |

**Total budgeted cost: £8265**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

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

#### Review of academic outcomes for Pupil Premium children at the end of KS2:

|                                     | % of Y6 PPG children meeting ARE |
|-------------------------------------|----------------------------------|
| <b>Maths</b>                        | 100%                             |
| <b>Reading</b>                      | 100%                             |
| <b>Writing (teacher assessment)</b> | 100%                             |

#### Review of Activity Outcomes

##### **Developing staff understanding and delivery of the National Curriculum across EYFS/KS1 and KS2.**

Throughout the academic year, staff meetings have been strategically utilised to deliver high-quality Continuing Professional Development (CPD) and to drive curriculum improvement across the school. This focus has strengthened subject knowledge and contributed to raising aspirations for all pupils including those eligible for Pupil Premium, enhanced by the implementation of engaging and purposeful enrichment activities.

Staff have been provided with opportunities to observe teaching and learning across the Trust. These observations have enabled valuable professional dialogue around learning expectations and high standards of pupil work, fostering a culture of shared best practice.

Mathematics has remained a key area for development, with notable positive outcomes. Targeted resources were acquired to enhance the teaching of times tables with structured booster sessions and interventions were implemented to support disadvantaged pupils (PP). As a result, 100% of Year 4 pupils achieved a score of over 20 out of 25 in the statutory multiplication check, demonstrating strong progress and attainment.

##### **Targeted phonics intervention and early reading support**

Targeted phonics interventions and daily reading sessions have been implemented for pupils in Year 1, Year 2 and Key Stage 2. These initiatives have yielded positive outcomes, with all participating pupils demonstrating good progress, as evidenced through ongoing assessment data.

Notably, 100% of pupils successfully passed the Year 1 Phonics Screening Check. For pupils in Key Stage 2, these interventions have been instrumental in narrowing the attainment gap between them and their chronological peers.

##### **Targeted spelling intervention**

Additional Learning Support Assistant (LSA) hours were allocated to deliver targeted spelling sessions for Key Stage 2 pupils eligible for Pupil Premium (PPG). These sessions focused on consolidating spelling rules and ensuring pupils could confidently apply their spelling

knowledge within their written work. This initiative has been successfully implemented and has contributed to improved outcomes in both spelling and writing for the identified cohort.

### **Targeted maths intervention**

Additional teaching and Higher-Level Teaching Assistant (HLTA) hours were allocated to deliver targeted maths booster sessions for pupils in Years 4, 5, and 6. These sessions focused on securing multiplication fact fluency, which has directly contributed to improved mathematical outcomes.

In Year 4, the booster sessions specifically targeted times tables to ensure pupils met the expected standard in the statutory multiplication check. This initiative was particularly successful for Pupil Premium pupils, with 100% of those eligible achieving a score of 20 or more out of 25, demonstrating strong progress and attainment.

### **Flexible behaviour support**

Class-based Learning Support Assistant (LSA) provision has been effectively deployed to support Pupil Premium (PPG) pupils requiring additional behaviour support. The LSA provides flexible intervention both within the classroom and in dedicated spaces outside the classroom, depending on individual needs. This consistent and responsive support has helped pupils feel safe, secure and ready to learn, contributing to a positive school experience.

### **Release time for staff member trained in ELSA**

Throughout the academic year, Emotional Literacy Support Assistant (ELSA) sessions have been delivered on a one-to-one basis for individual pupils, including those eligible for PPG. These sessions have had a demonstrable, measured positive impact on pupil wellbeing, supporting emotional regulation, resilience and readiness to learn.

The ELSA-trained member of staff has been enabled to actively engaged in ongoing professional development, including training and supervision sessions facilitated by the Local Authority. This has ensured that the support provided is of a consistently high standard and aligned with best practice.

### **Family support from PFSA**

Parental Family Support Advisor (PFSA) involvement was not required during this academic year. Instead, timely and effective support was provided directly by Class Teachers, the Headteacher and the SENCo. This collaborative approach ensured that families received appropriate guidance and intervention when needed, maintaining strong home-school relationships.

### **Family learning**

Throughout the academic year, families have been actively engaging with their children's learning through a range of family learning activities in school. Parental workshops have been offered to support curriculum understanding, including sessions led by a visiting art specialist, which were well received. These sessions and communication strategies have strengthened the home-school relationship and equipped parents with practical strategies to support learning at home.

### **Access to education: Uniforms, swimming, trips, breakfast club**

To promote wellbeing, inclusion and equal access to opportunities, a range of targeted support measures have been implemented for pupils eligible for Pupil Premium (PPG):

- **Uniform and Personal Care:** School uniforms and PE kits have been purchased to ensure pupils feel a sense of pride in their appearance and parity with their peers, helping to reduce stigma and promote self-esteem. Additionally, personal care items such as toothbrushes, toothpaste and hairbrushes have been provided to support healthy routines and self-care.
- **Access to Enrichment:** PPG pupils have been fully included in enrichment opportunities such as educational visits, swimming lessons and residential camps. PPG pupils in Years 5 and 6 attended the residential trip, which had a positive impact on their social, emotional and physical development.
- **Breakfast Club Provision:** Subsidised access to the breakfast club has enabled PPG pupils to start the school day on time and well-nourished, supporting readiness to learn and improving attendance and punctuality.

## 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 |
|-----------|----------|
|           |          |
|           |          |
|           |          |

## Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

| Measure  | Details |
|--|---------|
| How did you spend your service pupil premium allocation last academic year?    | N/A     |
| What was the impact of that spending on service pupil premium eligible pupils? | N/A     |

1