

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium (and recovery premium for the 2026 to 2027 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 2026
Proportion (%) of pupil premium eligible pupils	68 on roll. 17 children eligible – 25%
Academic year/years that our current pupil premium strategy plan covers	2026-2027
Date this statement was published	September 24 th 2026
Date on which it will be reviewed	September 24 th 2027
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	£17,050
Recovery premium funding allocation this academic year <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
Total budget for this academic year <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>	£17,050

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 and outcomes of children eligible for PPG
2	Support social, emotional and mental health needs
3	Increase support around the impact of socio-economic background and disadvantages faced around access to education.

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.	- PPG pupils will reach the expected standard for their year group in reading, writing and maths. - Scaled scores of SATs in Years 2 and 6 will be in line with their non-PPG peers. - PPG pupils will pass their Phonics Screening (Y1) and Multiplication Check (Y4). - Targets set are ambitious and staff ensure there is rigour throughout the whole curriculum.

	• Teachers and pupils adapt the curriculum to meet the needs of individual pupils to ensure all pupils achieve. • School maintains fidelity to the phonics scheme and teachers and support staff are highly skilled at delivering high quality learning. • Quality first teaching can be observed in: lessons, work scrutiny and attainment results throughout the year • 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. • Regular assessment of pupil's knowledge and attainment are carried out to identify any areas for intervention. • 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. • Teachers and Teaching Assistants receive high quality CPD, coaching and mentoring to deliver successful intervention programmes alongside quality first teaching. • Pupils are encouraged to become confident, independent learners to develop the skills essential to achieve year group expectations. • Rigorous monitoring of progress, attainment and interventions ensure that children achieve • Additional support in Maths through booster and catch up sessions will support PPG pupils to make progress and close the gap.
To ensure our PPG pupils have their SEMH health needs met so they can always achieve their best.	• PPG pupils will have their social, emotional and mental health needs met. • This will include the continuation of access to education, for example, purchase of uniform and health care items such as toothbrushes and toothpaste. • 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. • There will be a continued offer of breakfast club. • 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.
To ensure our PPG children are taught a broad curriculum, with equal opportunities to take part in	• PPG children are able to access wide range of enrichment activities that they may not attend

enrichment activities and high quality education experiences in the form of visitors, school trips and visits.	outside of school. This results in a sense of wellbeing and improved aspirations. This will include: • PP children engaging in after-school clubs. • Opportunities for PPG children to attend sporting events outside of the school. • All PP attending school trips and swimming lessons. • Visiting workshops which improve pupils' knowledge and understanding of the world. • Year 5 and 6 residential
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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: £5000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Developing staff understanding and delivery of the National Curriculum across EYFS/KS1 and KS2	Through high-quality CPD, INSET and collaborative staff development, teachers will deepen their understanding of curriculum progression and expectations across all key stages, ensuring high aspirations for all pupils. Staff will have opportunities to observe effective practice within school and across Trust schools to strengthen pedagogy and share best practice. Investment in high-quality resources will support curriculum development and teaching and learning. Regular monitoring, including lesson observations and work scrutiny, will ensure that Quality First Teaching remains consistently good or better across the school. <i>EEF Teaching and Learning toolkit impact: +5 months</i>	1 2 3

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

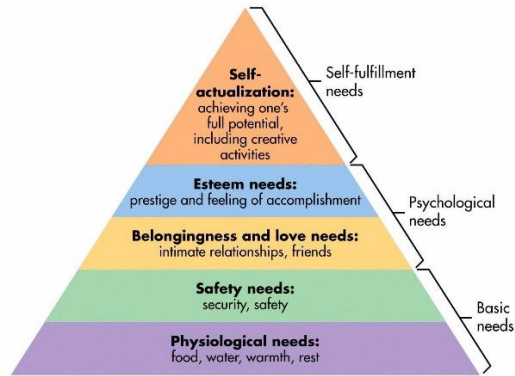
Budgeted cost: £6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted phonics intervention and early reading support	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. Dedicated member of staff in each class to hear PPG readers daily. <i>EEF Teaching and Learning toolkit impact: +5 months</i>	1
Targeted spelling intervention	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. Purchase of Nessy Dyslexia accounts for support individual pupils <i>EEF Teaching and Learning toolkit impact: +4 months</i>	1
Targeted maths intervention	Additional teaching 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. Year 4 precision teach/booster with times table focus to ensure they meet the expected standard. <i>EEF Teaching and Learning toolkit impact: +4 months</i>	1
Educational Psychology	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. <i>EEF Teaching and Learning toolkit impact: +4 months</i>	1

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

Budgeted cost: £6050

Activity	Evidence that supports this approach	Challenge number(s) addressed
Flexible behaviour support.	Class-based LSA support is provided for Pupil Premium pupils who require additional behavioural and emotional support. Flexible intervention, both in and beyond the classroom, helps pupils to regulate successfully, engage positively with learning and develop a strong sense of safety and belonging within the school community. <i>EEF Teaching and Learning toolkit impact: +3 months</i>	1, 2, 3
Ongoing CPD and supervision for staff member trained in ELSA	A school-based Learning Support Assistant (LSA) provides early intervention and targeted emotional support for identified pupils, helping to address emerging needs promptly and enabling pupils to remain engaged in class and focused on their learning. <i>EEF Teaching and Learning toolkit impact: +3 months</i>	2
Early intervention and Family support from PFSA	Staff work closely with parents and carers to promote positive engagement with learning, improving attendance and behaviour. Targeted PFSA support is provided for families requiring additional assistance, helping to enhance wellbeing, develop social skills and remove barriers to success. This contributes to improved pupil outcomes and increased cultural capital. <i>EEF Teaching and Learning toolkit impact: +3 months</i>	2, 3
Attendance is addressed rapidly – with support from PFSA, School Leaders and other intervention services.	Attendance is monitored closely, particularly for Pupil Premium and vulnerable pupils. Concerns are addressed swiftly through targeted family support, including PFSA intervention, funded Breakfast Club places and partnership working with external agencies. This support helps to improve attendance, enhance wellbeing and reduce barriers to learning. +4 months	1, 2, 3
Enrichment Opportunities and access to quality	Funding enables pupils to access a broad range of curriculum enrichment activities, including educational visits, workshops, performances,	2, 3

educational experiences	specialist visitors and sporting opportunities. These experiences enhance cultural capital, enrich learning and support personal development. Opportunities to participate in performances and exhibitions further promote confidence, self-esteem and family engagement, ensuring all Pupil Premium pupils can take part fully in school life. <i>EEF Teaching and Learning toolkit impact: +3 months</i>	
Family learning	Family learning activities and parental workshops are offered throughout the year to support engagement with children's learning. These sessions, including those led by specialist visitors, help parents develop their understanding of the curriculum and provide practical strategies to support learning at home. This strengthens home-school relationships and promotes positive outcomes for pupils. <i>EEF Teaching and Learning toolkit impact: +4 months</i>	2, 3, 4
Access to education: Uniforms, swimming, trips, breakfast club	Pupil Premium funding helps remove financial barriers by providing support with school uniform, PE kits and essential personal care items where needed. Funding also enables access to enrichment opportunities such as school trips, swimming and residential visits, ensuring all pupils can participate fully in school life and develop their cultural capital. Subsidised Breakfast Club places support improved attendance, punctuality and readiness to learn by ensuring pupils begin the day well-fed and prepared for learning. Maslow's Hierarchy of Need:  This ensures children's basic needs are met.	2, 3

Total budgeted cost: £17050

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 2025 to 2026 academic year.

Throughout the year, continued investment in staff development, targeted interventions and pastoral support has helped ensure positive outcomes for pupils eligible for Pupil Premium. Regular CPD and collaboration across the Trust have strengthened curriculum delivery and classroom practice, while targeted support in phonics, reading, spelling and mathematics has enabled pupils to make strong progress from their starting points.

Emotional wellbeing continued to be supported through ELSA provision, helping pupils develop resilience, emotional regulation and readiness to learn. School staff worked closely with parents to provide timely guidance and maintain strong home-school partnerships. Family learning opportunities further strengthened parental engagement, while financial support ensured pupils could access uniforms, breakfast club, educational visits, swimming lessons and residential experiences, promoting inclusion, wellbeing and equal access to the full range of opportunities offered by the school.

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
ELSA	Somerset Council

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