

# Pupil premium strategy statement – Peppard CE Primary School 2025-26

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	62 September 2025
Proportion (%) of pupil premium eligible pupils	~ 6%
Academic year/years that our current pupil premium strategy plan covers <b>(3-year plans are recommended – you must still publish an updated statement each academic year)</b>	2025–2026 to 2027–2028
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Kirsty Wakefield
Pupil premium lead	Kirsty Wakefield
Governor / Trustee lead	Shenan Swanwick

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£6,060
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b>	£6,060
<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>	

# Part A: Pupil premium strategy plan

## Statement of intent

At Peppard Church of England Primary School, disadvantaged pupils form a very small but significant group. Each child is known well as an individual, and our strategy is designed to ensure that disadvantage does not limit achievement, aspiration or opportunity.

Our intention is that all pupils eligible for pupil premium funding leave Peppard as confident, articulate learners who achieve well across the curriculum. They will read fluently and widely, write with confidence and purpose, and demonstrate secure mathematical understanding. They will have benefited from enrichment opportunities including sport, music, leadership roles and educational visits, ensuring strong cultural capital and readiness for the next stage of education.

Our approach is rooted in the Education Endowment Foundation (EEF) Guide to the Pupil Premium and follows the DfE's required three-tiered approach: high-quality teaching, targeted academic support, and wider strategies to address non-academic barriers. Decisions about spending are informed by robust assessment, close knowledge of pupils and ongoing evaluation of impact. We avoid assumptions about disadvantage and instead respond to clearly identified needs, recognising the overlap that may exist between pupil premium, SEND and wider pastoral factors.

## Challenges

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

Challenge number	Detail of challenge
1	<b>Socio-economic and geographical factors:</b> Some disadvantaged pupils live outside the immediate village community, which can limit access to clubs, peer socialisation and enrichment opportunities beyond the school day.
2	<b>Multiple and overlapping barriers to learning:</b> Some pupils eligible for pupil premium also have SEND, lower self-esteem, or family circumstances requiring additional pastoral or external agency support (e.g. Team Around the Family involvement).
3	<b>Communication, language and early learning gaps:</b> Some disadvantaged pupils enter school or new phases with lower-than-typical starting points in speech, language, phonics or early literacy, impacting confidence and progress across the wider 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
The impact of socio-economic and geographical disadvantage is reduced so that disadvantaged pupils access the same enrichment, leadership and aspirational opportunities as their peers.	<ul style="list-style-type: none"><li>- 100% of disadvantaged pupils:<ul style="list-style-type: none"><li>• Represent the school in competitive sport</li><li>• Take part in music events or performances</li><li>• Access and regularly attend at least one extracurricular club</li></ul></li><li>- All upper key stage 2 disadvantaged pupils participate in the residential visit</li><li>- Disadvantaged pupils are actively encouraged, mentored and supported to apply for leadership roles, including:<ul style="list-style-type: none"><li>• School and worship council</li><li>• Team captains</li><li>• Librarians, IT technicians and school ambassadors</li></ul></li><li>- Pupil voice indicates increased confidence, belonging and aspiration</li></ul>
Disadvantaged pupils, including those with additional barriers such as SEND, make at least expected progress from their individual starting points in reading, writing and mathematics.	<ul style="list-style-type: none"><li>- Disadvantaged pupils meet national expectations in statutory assessments where applicable (Y1 phonics screening, Y4 multiplication check, KS2 SATs)</li><li>- Termly pupil progress meetings demonstrate clear, incremental progress. Where appropriate, accelerated progress</li><li>- Individual needs are clearly identified, with a distinction between SEND-related needs and disadvantage-related barriers</li><li>- Provision is matched to need and may include:<ul style="list-style-type: none"><li>• Personalised learning plans</li><li>• Small-group or one-to-one intervention</li><li>• Forest School or experiential learning where appropriate</li></ul></li></ul>
<b>Intended outcome</b> Disadvantaged pupils develop improved communication skills, confidence and engagement with learning across the curriculum.	<ul style="list-style-type: none"><li>- Improved oral language, participation and confidence observed in lessons</li><li>- Increased independence and willingness to contribute in whole-class and group discussions</li><li>- Progress in early literacy and language evident through:<ul style="list-style-type: none"><li>• Teacher assessment</li><li>• Phonics and reading data (where applicable)</li></ul></li><li>- Pupil voice and teacher observation indicate improved self-confidence and enjoyment of learning</li></ul>

## 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: £300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Adaptive teaching CPD	EEF evidence demonstrates that high-quality teaching has the greatest impact on closing attainment gaps	2, 3
Adaptive teaching and assessment resources	Supports scaffolding, feedback and retrieval for pupils with gaps in learning	2, 3

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

Budgeted cost: £2,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 reading support	Targeted reading support improves fluency, comprehension and enjoyment (EEF)	3
Small-group phonics and literacy intervention	Phonics and small-group interventions show strong evidence of impact (EEF)	3
Writing and handwriting intervention	Improves writing fluency, stamina and confidence	3
Targeted maths intervention	Small-group and individual tuition supports conceptual understanding and fluency (EEF)	3

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

Budgeted cost: £3,360

Estimate 3 clubs a week per child

Activity	Evidence that supports this approach	Challenge number(s) addressed
Breakfast provision	All children have the opportunity to have breakfast in a community environment Supports readiness to learn and attendance	2 and 3
After school provision	All children have an opportunity to stay and enrich their school experience with their friends, learning and developing new skills and having fun. Increases engagement, wellbeing and access to wider opportunities	2 and 3

**Total budgeted cost: £6,060**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Due to the very small number of pupils eligible for pupil premium, impact is evaluated through individual case studies alongside attainment data.

- **Reading:** Disadvantaged pupils generally achieved in line with, or above, their peers, reflecting the impact of targeted reading support and high-quality teaching.
- **Writing:** Outcomes were more variable, particularly where pupils also had SEND. Writing fluency and stamina have been identified as a priority in the current strategy.
- **Mathematics:** Most disadvantaged pupils made expected progress, with targeted support used to address gaps in number fluency and confidence.

Pupil voice and parent feedback indicated high levels of wellbeing, strong engagement with school life and positive attitudes to learning.

All disadvantaged pupils accessed clubs, music and enrichment opportunities, and no pupil was excluded from a residential visit due to cost.

### Externally provided programmes

None

### Service pupil premium funding (optional)

None