

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	Church Vale Primary
Number of pupils in school	221
Proportion (%) of pupil premium eligible pupils	39%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2028
Date this statement was published	09.09.2025
Date on which it will be reviewed	09.09.2026
Statement authorised by	J Yardley
Pupil premium lead	D Savage
Governor / Trustee lead	J Henderson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 124,320
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	£124,320

Part A: Pupil premium strategy plan

Statement of intent

At Church Vale Primary and Foundation Unit our ultimate objective for our pupil premium children is to close their educational gap first and foremost and help them to achieve their potential.

The school aims to build the resilience of the children through strategies that are taught and a relationships-based behaviour system in school which encourages 'time in.' Our values are used as our reward system and that sees the development of resilience and qualities children will need as they grow.

We also strive to equal the playing field in terms of experiences and life chances. We want to broaden the horizon for our children and show them the possibilities the life could bring. We want to raise their aspirations and show them that life is not limited to the immediate area such as Mansfield town or Nottingham. We take them to The University of Nottingham to show them what could be a path for them.

Our families struggle with basic needs, organisation of their children, support with their homework or home learning. Our intent is to bridge the gap so that there is no difference from the pupil premium children and the non- pupil premium children. We will provide equipment, feed them, subsidise or fund educational experiences.

We want to develop the communication skills of the pupil premium children we do that through using pupil voice, school council, focusing on handwriting and written outcomes with interventions, reading and writing read out loud, reading out loud to model to the children and the development of vocabulary to aid with increased articulation and oracy.

The key principles are:

1. To close the educational gap
2. To broaden their life experiences (possibilities and community)
3. To raise aspirations (possibilities)
4. To increase resilience and foster a 'never give up' attitude (self-awareness)

Challenges

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

Challenge number	Detail of challenge		
1	Analysis of records shows many disadvantaged pupils do not access online homework and so may fall behind their peers. Lack of access to technology or using it undirected and for the wrong things not seeing the worth in printed literature or its educational value.		
2	Some parents of disadvantaged pupils lack confidence to support learning at home. Not fulfilling Maslow’s hierarchy of need.		
3	Disadvantaged pupil’s attendance was 91.97% This reduces their school hours and can cause them to fall behind their peers.		
	2024	Pupil Premium	91.97
	2023	Pupil Premium	91.57
	2022	Pupil Premium	91.05
	2024	Not Pupil Premium	95.59
	2023	Not Pupil Premium	94.98
	2022	Not Pupil Premium	94.60
	There is too big a gap between the non-PP and the PP children. There has been a small increase over the past 2 years, and these are still a priority for us.		
4	Limited experiences of the world, trips out, holidays, visits to places. This has a significant impact on their vocabulary, comprehension skills and ability to be creative writers affecting their age-related ability.		
5	Some disadvantaged children entering foundation are significantly behind national expectations. Assessments and observations show under developed language skills and the limited experience of educational settings means some have under developed regulation skills.		
6	To reduce the gap between KS2 FSM attainment and non-FSM.		

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.

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Intended outcome	Success criteria
Educational gaps will be closed or reducing for all children regardless of background Some progress made.	Data analysis will show that the gaps between groups has closed and that all children are achieving their potential. Pupil voice shows the children want to read. Switch On has shown a rapid improvement with all pupils moving at least two book levels. The use of White Rose Maths booklets, the Mastery approach and orange time are consistent and embedded across the school. Although the gap between FSM and non FSM needs further closing.

	Booster sessions in Y2 for children who didn't achieve phonics at Y1 have been very successful from 57.1% - 87.5% FSM6 LA 83%
Equality of life chances will be addressed through the devolved technology and supplementation of experiences Good progress made	Children will be able to do homework. home learning, can use technology independently, can use the programmes school buys to support them at home. This includes TTRockStars, data, this shows an increased use and excitement of maths. Seesaw, parents have requested this as a way of sharing information and enabling the children.
To improve attendance and reduce persistent absence. Ongoing progress with new challenges	By July 2028, DPs attendance and persistence absence will be inline with all children.
To bring the world into the school so that the children experience life, aspirations, possibilities and aren't limited in their achievements by where they live. Good progress made	Children can draw upon experiences, vocabulary and links between learning. They will have ideas; they will understand their place in the world. They will know what the area they live in beyond Warsop is like.

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: £22,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide CPD for teaching staff on adaptive teaching. Release time for Leaders to monitor implementation in the classroom. This is linked to SIP priority 1.	EEF Reading children are more academically able 'Open university' reading for pleasure projects- Children that read do better academically, have a wider variety of vocabulary and metacognitive abilities.	1- £12,000
Being part of the reading fluency		2-

project. Release time for reading lead for monitoring and for class teachers to complete assessments. This is linked to SIP priority 4.		
Families in need will have access to technology/internet/support. Children will be able to use technology to support their learning in the wider sense. It will be developed as a teaching and learning tool integrated into the curriculum This is linked to SIP priority 1 – adaptive teaching.	EEF use of technology- aids feedback to children (+6) EEF parental engagement (+4)	2 £10,000

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

Budgeted cost: £ 97,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increased staffing throughout the year to support with closing the educational gap in reading, writing and maths 1 grade 3 TA full time 1 teacher 3 days per week 1 grade 3 TA (equivalent) to focus on bottom 20% PP SEN Counsellor to support the PP vulnerable children	EEF class size data and TA interventions Post and pre teach research by the EEF 1:1 tuition Small group pre and post teach Metacognition and self-regulation (+7)	4 £34,000 £29,000 £34,000 £5000

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

Budgeted cost: £17,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supplement breakfast club Make sure they have uniform Make sure they have water Supplement the cost of experiences Supplement or fully fund any equipment the children might need Pay for transportation to enable experiences to happen Pay for attendance rewards and behaviour rewards	Maslow's hierarchy of need Arts participation EEF (+3) Physical EEF (+1)	4 £17,000

Total budgeted cost: £ 136,000

The shortfall to be subsidised from main budget.

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2023 to 2024 academic year.

Intended Outcomes

Educational gaps will be closed or reducing for all children regardless of background

Good progress has been made to achieve this outcome.

- EY outcomes in 2025 evidence FSM6 children, out performing non FSM children. 6 out of 9 FSM6 attained a good level of development. The 3 children who didn't achieve the GLD had SEND, where their needs meant they didn't achieve any of the areas of learning. One is on a part-time timetable. The three children's support plans are monitored regularly and targets set termly. Targeted support will be provided for these children in Year 1, this informs the target setting and is linked to teacher appraisals.
- Phonics, year 1 phonics outcomes for 2025 evidenced, FSM6 out performing non FSM children. 6 of the 7 passed the check. FSM children who didn't pass is under going SEND assessment and will be receiving phonic catch up in Year 2.
- KS2, KS2 outcomes in 2025 evidenced, FSM6 children out performing other FSM6 nationally. 14 of the 21 children achieved combined Reading, Writing and Maths. Gaps for the last two years has narrowed between school DPs and National non-DPs. In 2025, the gap was 2% points.

Small group and 1:1 interventions are tracked closely with adaptations made where appropriate.

Equality of life chances will be addressed through the devolved technology and supplementation of experiences

Good progress has been made to achieve this outcome.

Analysis of parent and pupil voice identified which FSM children would benefit from the loan of laptops to completion of homework. PP monitoring evidences improved quality and quantity of homework produced.

School trips are subsidised so that cost is not a barrier to new experiences. Pupil voice showed impactful, brought the learning to life. It improved their comprehension and helped within the classroom. (See Governor monitoring report).

To raise aspirations and to work with parents to understand what their children can do and how they can support them at home and improve their attendance

Some progress has been made to achieve this outcome Attendance for FSM is closely tracked. For the past three years attendance for DPs has been inline with DPs nationally. However persistence absence is higher than DPs nationally and will remain a focus in the 2025-2028 plan. Attendance figures are influenced by 5 DPs on part-time timetables.

To bring the world into the school so that the children experience life, aspirations, possibilities and aren't limited in their achievements by where they live

Good progress has been made to achieve this outcome.

Monitoring by leaders shows the link between visitors and experiences into school were linked to curriculum areas being taught, pupil voice evidenced that this brought learning to life and provided new experiences and opportunities.

Qualitative comments from class teachers evidence improved comprehension and motivation from FSM6 children.

In addition to the above FSM have been trained in TAKE 5 showed children better able to self regulate and more aware of their feelings and emotions.

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
Zones of regulation training	SAP
AET	Autism education trust
Trauma informed schools	Educational psychology service

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?	Speech and language support in the foundation stage
What was the impact of that spending on service pupil premium eligible pupils?	Speech and language has improved

Further information (optional)