

Pupil premium strategy statement – Spaldwick Primary School

This statement details our school's use of pupil premium (and recovery 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	104
Proportion (%) of pupil premium eligible pupils	18% (19 children)
Academic year/years that our current pupil premium strategy plan covers	2023 – 2026
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Louise Worrell
Pupil premium lead	Miranda Graham
Governor / Trustee lead	Rob Watts

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£16,800
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>) <i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</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>	£16,800

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils at Spaldwick Primary School receive the highest quality education to enable children to become happy, resilient and independent learners who show respect for themselves and others. We use a range of approaches which centre around the child and their 'voice' ensuring we listen and value their input. We aim to provide a nurturing and supportive environment which enables pupils to make good progress. We ensure all staff understand which children are disadvantaged, understanding individual backgrounds and experiences and the impact these may have on the individual. Staff explore and recognise which strategies are most effective for each individual, supporting and facilitating all children to achieve to the best of their ability.

Our Ultimate Objectives

- Ensure children make good or better progress
- Ensure children experience a range of opportunities in the classroom and wider curriculum
- Support children with identifying and using strategies to support their mental wellbeing
- Ensure all children and their families have the resources and support necessary to be successful and happy at school

Achieving Our Goals

We use the Education Endowment Foundations' tiered approach, allocating funding to high quality teaching, targeted academic support and wider strategies.

All Pupil Premium children have a written profile which enables staff to identify strengths and areas for development for individuals. These are updated and reviewed each term to ensure strategies and interventions are relevant and effective enabling them to receive targeted support and achieve regular success, which is celebrated with them.

We have a member of staff dedicated to Pupil Premium pupils. Through this role, children receive a range of interventions and support: academic, social, behavioural or linked to mental wellbeing. Additionally, they provide support to families, ensuring regular communication and contact to provide support in accessing school information and engaging with events, as well as wellbeing check with families.

A key focus area for our Pupil Premium children is developing understanding of their own and others' emotions and how these can be regulated and managed. As a result, we have funded My Happy Mind, a mental wellbeing programme designed to build resilient, balanced and happy minds at home and at school.

We further support pupils' academic progress in Maths by investing in a range of engaging online apps which support learning both in school and at home. We support Maths core number skill learning with Mathletics, Numbots and Timestable Rockstars. All of these apps are used to consolidate learning from school at home in an engaging and effective way.

Providing pupils with a broad, engaging, rich and exciting curriculum is paramount to Spaldwick. As a result, we are allocating funding to developing the knowledge and skills of our leaders. Each half-term, every leader across school will receive release time to focus on their individual subject. This will enable staff to carry out robust monitoring as well as receive enriching CPD which will impact their role. Additionally, SLT will receive consultancy from Dimensions. This is to provide leaders with quality CPD linked to our foundation curriculum, supporting with creating a broad and balanced curriculum which is assessed accurately.

A key focus is supporting children in being ready to learn. Therefore, we will provide Sensory Circuits (2 x weekly for KS2 and 2 x weekly for KS1) first thing in the morning. Funding is allocated for Sensory Circuits training and buying up-to-date equipment. Additionally, we have a Pupil Premium focused mealtime supervisor. This Supervisor supports pupils at lunchtime by providing engaging activities; emotional support; and social support amongst peers.

In order to ensure our Pupil Premium children can participate and enjoy the wider curriculum, we fund 50% of all clubs and trips. Additionally, Pupil Premium pupils are given priority places in school-based clubs. Additionally, pupil voice is collected to ensure clubs and other wider-curriculum activities are of interest.

Challenges

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

Challenge number	Detail of challenge
1	Wellbeing of pupils - children can struggle to identify and regulate their own feelings and needs
2	SEND - As of December 2025, 47% of pupils in receipt of Pupil Premium funding are also on the SEND register. This has a significant impact on the attainment data – wave 1 approaches implemented in all classrooms to support the learning of pupils with SEND.
3	Summer 2025 writing teacher assessment data shows that only 23% of pupils who are eligible for pupil premium funding reached the expected standard in writing, whereas 57% of pupils who are not eligible for pupil premium funding reached the expected standard. Sentence formation, spelling and identifying errors are particular areas of focus.
4	Summer 2025 reading teacher assessment data shows that 46% of pupils who are eligible for pupil premium funding reached the expected standard in writing, whereas 71% of pupils who are not eligible for pupil premium funding reached the expected standard. Children's words reading speed and fluency can impact on comprehension are particular areas of focus.
5	Summer 2025 maths teacher assessment data shows that 46% of pupils who are eligible for pupil premium funding reached the expected standard in writing, whereas 71% of pupils who are not eligible for pupil premium funding reached the expected standard. Children's ability to retain and recall number and multiplication knowledge when applied to reasoning skills can be varied and is impacting across their maths skills.
6	Children do not always access extra-curricular clubs which are provided after school by external coaches or school staff.
7	Families do not always engage with the opportunities provided by school, such as open classrooms, TLCs or subject events.
8	Children arrive at school and are not always ready or settled for their learning to begin.

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
Improve progress in Reading, Writing and Maths for all pupils through consistent and confident teaching.	All children will make the expected progress each term. The gap will be closed between PP and non-PP pupils achieving the expected standard/ELG.
Improved well-being and self-regulation.	Fewer incidents linked to dysregulated behaviour are observed and recorded.

	Children are able to articulate their feelings and identify how they or we can help. Observations and conversations with staff show that children are spending more time focused on learning and there are fewer disruptions to the class. Children use their My Happy Mind journals and 'Happy Breathing' to support their wellbeing. Fewer incidents between peers during unstructured time.
Children will arrive at school ready to learn.	Children enter the classroom with their peers and are able to join in with their first session. Children are able to articulate how they feel. Through access to sensory circuits and the Nest, children are able to regulate their feelings and behaviours and be ready to learn with their peers.
Interventions will remain a priority and have a positive impact on children's everyday learning and interactions.	All children will access necessary and targeted interventions weekly. Academic progress will increase. Fewer incidents between individuals with their peers. Children able to engage in activities with their peers without disruption or incident.
Children will engage in a range of wider curriculum experiences.	Through pupil voice, we will ensure clubs are appealing and relevant. At least 75% of children will participate in wider curriculum clubs. All children will have, and attend, at least one trip per year.
Children's experiences and learning will be impacted less by family finances.	Monitoring by staff shows that family finances are not impacting on school: clubs, uniform, resource or other. When finances have/do impact, the school is able to support the family through resources or funding as necessary.
Families will engage with the opportunities provided by school.	Monitoring will show a high level of parental engagement at school events such as open classrooms and TLCs, or through school communication such as Dojo or phone calls.

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: £8,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support children with the mental wellbeing by following the My Happy Mind programme. Children are supported in identifying, understanding and regulating their emotions. (£999.00)	https://myhappymind.org/ Evidence from My Happy Mind shows that after a year in schools, the impact of My Happy Mind has shown a decrease in the number of children requiring SEND support, the number of exclusions and a decreased in CAMS referrals.	1 2 8
A TA dedicated to PP children, supporting their social, emotional and academic progress. Staff member supports children twice a week in specific and targeted interventions. Support families to access events, opportunities and resources available from school ()	We provide short, targeted, structured interventions which follow the EEF's 'TARGET' model for interventions: https://educationendowmentfoundation.org.uk/public/files/Selecting_interventions_tool.pdf Some examples including their recommendations to: ‘teachers communicate regularly and make appropriate connections between out-of-class learning and classroom teaching’. ‘intervention sessions are often brief’ “Parental engagement has a positive impact on average of 4 months’ additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps.” Font size https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/parental-engagement	1 2 3 4 5 6 7 8

Support children's mathematical knowledge of foundation skills through exciting and engaging apps: Mathletics, Numbots and Timestable Rockstars which can be accessed at home and at school. All children have access to identified and targets skills to improve recall and confidence of Maths. (£730.05)	"Ensuring that pupils have repeated and varied opportunities to apply and use new skills and knowledge increases success." "teachers can use technology to increase the benefits of practice to improve fluency or retention of information, and that this is likely to have a positive impact on learning." "...particularly strong evidence related to using technology for practice in mathematics" "Technology can also be used to support pupil practice outside of the classroom." Education Endowment Foundation: Improving Mathematics in Key Stages Two and Three (2017) Using Digital Technology to Improve Learning: Four recommendations on using digital technology to improve children's learning (2019)	2 3 5 7
Support the development of subject leaders' knowledge and skills. Provide adequate time for leaders to monitor their subjects as well as implement necessary changes to provide high-quality, consistent teaching across school. () Use external providers and experts to support subject leaders with their subjects. Ensure leaders feel confident to lead, monitor and assess their subjects using a range of strategies and tools to ensure effective and broad teaching. ()	"effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom." "Ensure that professional development aligns with the needs of the school and is supported by school leadership. Gaining ongoing leadership buy-in can facilitate successful implementation" "recognise the time constraints faced by teachers and adapt professional development accordingly" Effective Professional Development: three recommendations for designing and selecting effective professional development (EEF, 2021) "Providing teachers with opportunities for and removing barriers to their professional development contributes to retaining teachers." "... giving teacher opportunities for authentic participation in decision-making processes to promote teacher voice and development of leadership." "A culture of collegiality in schools is characterised as trusting relationships, respect, mutual support, and compassionate leadership." Leadership Approaches: a rapid evidence assessment focussing on how school leadership, culture and climate support teacher retention (EEF, 2023)	2 3 4 5

	“... give teachers with leadership responsibilities, such as subject leaders, a 'reasonable' amount of non-contact time” The Key (2022)	
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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
Provide children with focused and targeted academic interventions focusing. ()	We provide short, targeted, structured interventions which follow the EEF's 'TARGET' model for interventions: https://educationendowmentfoundation.org.uk/public/files/Selecting_interventions_tool.pdf 'interventions are delivered by ... a trained teaching assistant' 'make appropriate connections between out-of-class learning and classroom teaching'	1 2 3 4 5 6 7 8

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

Budgeted cost: £5,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Designated staff member to receive up-to-date training for leading Sensory Circuits Purchase new equipment to lead effective sensory circuit groups	Through a range of activities, the children begin with alerting activities, moving to organising activities and ending their session in the calming phase. https://www.childrenschoicetherapy.co.uk/sensory-circuits/ Amongst other traits, sensory circuits are proven to help children who 'are slow to start work', 'difficulty paying attention' and are 'lacking in confidence to join in'.	8 2 1 3 4

Provide sensory circuits daily to support children with their fine and gross motor skills. Children are supported to be settled and ready to learn when coming into school. ()	https://www.cambscommunityservices.nhs.uk/docs/default-source/leaflets---sensory-strategy-leaflets---april-2015/0218---sensory-circuits---info-for-teachers---april-2018.pdf?sfvrsn=8	5
Ensure all children are able to attend clubs, which are of interest to them, and trips by supporting with finances – paying 50% of all clubs and trips. (£1,250)	“... breadth of life experiences gained from extra-curricular activities, covering the range of sporting, musical and artistic domains, represent valuable opportunities” “Evidence from young people themselves presented here shows the wider value placed on extra-curricular activities. These were found to be an important part of childhood, a space to have fun, escape the pressures of school work, on top of their value in developing confidence, social skills and team work abilities” “...positive and enriching experience for young people, promoting not only positive educational outcomes but also offering the possibility for developing a wider set of skills” An Unequal Playing Field – Department of Education and Institute for Policy Research, University of Bath (2019)	7 6
Identified staff member to support Pupil Premium pupils at lunchtime. Pupils to participate in a range of activities during their free time. Pupils to be supported with social and emotional development during lunchtime. ()	‘make appropriate connections between out-of-class learning and classroom teaching’ “Mealtimes are ... important social contexts for children’s social, emotional and moral development” “social occasions overlap with playground life but are distinctive and afford children different social opportunities and activities” Children’s social experiences with peers and friends during primary school mealtimes (2019)	1 2 6
School staff to use Class Dojo as primary means of communicating and sharing school events and personalised messages.	“well-designed school communications can be effective for improving attainment and a range of other outcomes, such as attendance.” EEF (2021)	6 7

Class teachers to monitor attendance at events for families such as TLCs and open classroom events. Designated PP staff member to make contact with families to remind about upcoming events and offer support if needed to support attendance.	“messages are likely to be more effective if they are personalised, linked to learning, and promote positive interactions by, for example, celebrating success” EEF (2021) “engaged parents are often more attuned to their child’s emotional needs, which can help identify and address any issues ... before they become overwhelming” Assessment 360 (2025)	
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Some budgets shown intentionally as () for confidentiality.

Total budgeted cost: £16,800

Part B: Review of the previous academic year – 2024/2025

Outcomes for disadvantaged pupils

Intended outcome	Success criteria	Review
Improve progress in Reading, Writing and Maths for all children through consistent and confident teaching.	1. All children will make the expected progress each term. 2. The number of children achieving the expected standard/ELG are inline with their peers.	Data shows children have continued to make progress. Where required, quick and timely interventions have been used to support learning and progress. Maths: 46.2% Reading: 46.2% Writing: 23.1%
Improved well-being and self-regulation.	1. Records show fewer incidents linked to dysregulated behaviour are observed. 2. Conversations show children are able to articulate their feelings and identify how they feel and/or we can help. 3. Children use their My Happy Mind journals and 'Happy Breathing' to support their wellbeing. 4. Records show fewer incidents occur between peers during unstructured time.	1. PP children continue to make progress with identifying and regulating their own emotions, through use of the 'zones of regulation' and access to school nurture spaces. 2. Incident numbers recorded continue to fall amongst PP pupils 3. Pupil voice has shown pupils have a greater awareness and understanding of emotions 4. Pupils are choosing more appropriate strategies to support themselves with self-regulation and responses. 5. All pupils accessed My Happy Mind regularly, discussing their own wellbeing explicitly and discussing ways to put their learning into practice.
Children will arrive at school ready to learn.	1. Observations and records show that children enter the classroom with their peers and are able to join in with their first session. 2. Children are able to articulate how they feel.	1. Sensory circuits has happened regularly to support morning transitions. 2. Days with sensory circuits show children are more ready for learning and are actively engaging with their mornings.

	3. Through access to sensory circuits and the Nest, children are able to regulate their feelings and behaviours and be ready to learn with their peers – observations and records will also show less disruption to learning.	3. Children enjoy sensory circuits and pupil voices reflects this. 4. Children's gross motor skills have improved 5. Through My Happy Mind and the implementation of the Zones of Regulation, children are more able to describe how they feel, however this can still be difficult during moments of dysregulation.
Interventions will remain a priority and have a positive impact on children's everyday learning and interactions.	1. All children will access necessary and targeted interventions weekly. 2. Academic progress will increase for all children and progress will be expected in each term. 3. Records show fewer incidents between individuals with their peers. 4. Children able to engage in activities with their peers without disruption or incident.	1. This happens once or twice weekly. Beginning each half-term with an individual check-in, and then receiving targeted interventions for their remaining sessions. 2. Targeted interventions have supported pupils academically, socially and with their wellbeing. All interventions have been measured to show the positive impact they have had on individuals. 3. Data from interventions shows a positive trend with the input and output of the intervention (baseline to endpoint). 4. Fewer incidents between peers have been recorded. 5. Pupils are increasingly self-aware and are able, with support, to engage with their peers.
Children will engage in a range of wider curriculum experiences.	1. Through pupil voice, we will ensure clubs are appealing and relevant. 2. All children will have, and attend, at least one trip per year.	1. At the start of the academic year, pupils are asked what clubs they would like to attend and these are used as a guide to staff when choosing and providing clubs. 2. All children attended at least one trip, half-funded by school.

Children's experiences and learning will be impacted less by family finances.	1. Monitoring by staff shows that family finances are not impacting on school: clubs, uniform, resource or other. 2. When finances have/do impact, the school is able to support the family through resources or funding as necessary.	1. No teaching staff have reported finances impacting on children's schooling. 2. Office staff offer additional support where it is necessary and have discreet and supportive conversations with families. 3. PP support staff have made contact with individual families in order to offer support.
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Summer 2025			
Year Group	Attainment EXS+ (All Pupils)	Attainment EXS+ (PP Pupils)	Gap
Whole School	Maths: 70.6% Reading: 70.6% Writing: 57.3%	Maths: 46.2% Reading: 46.2% Writing: 23.1%	Maths: -24.4% Reading: - 24.4% Writing: -34.2%

Attendance Data 24-25

Year Group	All Pupils	PP Pupils	Gap
Whole School	Present: 94.27% Authorised Absent: 4.99% Unauthorised Absent: 0.74%	Present: 94.9% Authorised Absent: 4.16% Unauthorised Absent: 0.93%	Present: +0.63% Authorised Absent: -0.83% Unauthorised Absent: +0.19%

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
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Mathletics	3P Learning
Numbots	Maths Circle
Timestable Rockstars	Maths Circle
My Happy Mind	My Happy Mind