

Pupil premium and Recovery Premium strategy statement – Adisham CE 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	101
Proportion (%) of pupil premium eligible pupils	23.5%
Academic year/years that our current pupil premium strategy plan covers	2022-2025
Date this statement was published	17.10.2025
Date on which it will be reviewed	September 2026
Statement authorised by	Sophie Metcalf
Pupil premium lead	Sophie Metcalf
Governor / Trustee lead	Fiona Trigwell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£36,360
Total budget for this academic year	£36,360

Part A: Pupil premium strategy plan

Statement of intent

Adisham CE Primary School is a small rural school, set in a village location. A high number of the pupils now come from outside the village, from a larger nearby village. Currently 26 pupils (25.7% the same as national average) are in receipt of PP Funding, a rise of 6% in a year. We are committed to ensuring that the impact of pandemic and the recent cost of living crisis on children's well-being and learning continues to be addressed through improving classroom pedagogy, the use of technology to enhance teaching and learning as well as targeted catch-up strategies.

We aim to:

- Ensure disadvantaged pupils (26% of the school population) access consistently high-quality classroom teaching, targeted academic support and timely wider-strategy interventions so that they make rapid, sustained progress and close the attainment gap with their peers.
- Continue to provide rich opportunities for personal development, wellbeing and readiness to learn so disadvantaged pupils enjoy school, attend regularly and engage fully with learning and school life.
- Continue to have exemplary attendance and reduce the difference of disadvantaged pupil's vs not disadvantaged, who become persistent absentees and those whose SEMH or SEND needs prevent access to the curriculum. (PP attendance 2024-25 94.65% attendance, PP PA 9.09% vs. not PP 96.7%, PA 3.13%).
- Continue to have high expectations for disadvantaged pupils, particularly those with SEND, at Key Stage 2, so that pupils reach the expected combined standard and the greater depth standard (current: 33% combined expected – 100% non-SEND Pupil Premium children achieved expected standard, 2024-25) with a focus on maths outcomes.
- Continue to maintain reduced suspensions for SEND/PP pupils.
- Develop play provision and social/play development (OPAL play): continue to embed quality play provision (OPAL) to improve social skills, physical activity, and readiness to learn; ensure disadvantaged pupils benefit from high-quality play provision and structured breaktime support.

Challenges

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

Challenge number	Detail of challenge
1	High and increasing complexity of need: 26 pupils eligible for Pupil Premium; 9 of these also have SEND. Rising number of disadvantaged pupils with complex SEND/learning needs requiring tailored interventions, reasonable adjustments and specialist support.
2	Attendance, engagement and SEMH barriers: disadvantaged pupils show lower attendance and higher levels of SEMH need; presence of persistent absence risk.
3	Low communication & language on entry: Reception prime area Communication & Language is low on entry (2025-40% below age expected); increasing number of speech and language cases open to specialist support, affecting early literacy and access to curriculum.
4	Continue to have high expectations for disadvantaged pupils, including those with SEND at Key Stage 2, so that pupils reach the expected combined standard and the greater depth standard – with a focus on maths.

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
1. Continue to ensure high quality of everyday teaching so disadvantaged pupils make stronger progress in core subjects because of adaptive classroom teaching and targeted interventions.	- All classes show consistent use of evidence-informed teaching strategies (feedback, explicit vocabulary instruction, structured reading practice). - By end of year, disadvantaged pupils' in-school progress measures show accelerated progress: at least 60% of disadvantaged pupils make expected+ progress from their baselines in reading and maths; gap to non-disadvantaged cohorts reduce by at least 30% on internal measures.
2. Rapidly raise communication, language and early literacy for children in Reception and KS1.	- Reception communication & language baseline targets show measurable improvement and ensure pupils reach age expected before the end of reception (Baseline shows 40% currently below age expected in C&L): average EYFS ELG language subscale increases by at least 4 months of progress vs baseline by end of Reception year. - Fewer referrals to external S&LT over

	time due to effective in-school provision and early intervention.
3. Key Stage 2 disadvantaged pupils improve combined attainment and maths outcomes.	- Staff have high expectations of SEND/disadvantaged pupils - combined expected standard rises from 33% to at least 62% within 1 year (national average) and within two years in line with non-pupil premium pupils; proportion achieving greater depth increases to at least 10% (or measurable year-on-year increase), tracked via termly progress checks and end of key stage reporting. Maths KS2 scaled scores increase from 93 to at least 100 after year 1, then in line with non-PP from year 2.
4. Reduce absence and persistent absence for disadvantaged pupils and improve SEMH outcomes	- Attendance for disadvantaged pupils at or above whole-school average and persistent absence percentage for disadvantaged pupils reduces by at least 50% year-on-year (2024-2025 PP attendance: 94.65%, 9% PA compared to 96.17% and 4.65% for all). - Measurable improvements in SEMH indicators (reduced behaviour incidents, improved wellbeing scales on Boxall Profile) and increased engagement in school activities.
5. Ensure SEND pupils eligible for PP receive tailored, effective provision	- Continued development of the 'Treehouse' in school alternative provision, providing bespoke curriculum linked to the pupils stage not age. Designed to reintegrate pupils back into their home class where they can learn effectively. - All PP pupils with SEND have timely, reviewed provision plans (Personalised Plans where necessary) with SMART outcomes; termly reviews show progress against targets and reductions in barriers to learning.
6. Play, behaviour and wellbeing at breaktimes improve and support social development for disadvantaged pupils	- Pupil survey and staff observations show improved play engagement and social interactions; OPAL/play leadership sessions active and impacting behaviour metrics within one term of implementation.

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)

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Whole-school CPDL programme on CLPE - explicit vocabulary instruction, oral language strategies and interactive reading — termly training and follow-up coaching cycles for teachers and TAs.	EEF: Communication and language approaches — shows oral language approaches can add +6 to +7 months and recommends training and integration with curriculum (EEF Communication and language approaches). Also EEF blog on maximising impact of oral language (Maximising the impact of oral language approaches).	1, 3
2. Structured curriculum planning support: sequence reading and maths units with clear diagnostic questions and common formative assessments to identify gaps quickly; use same approach in teacher MTP/data meetings. NFER assessments for KS2 to identify gaps in learning.	EEF guidance on Effective Professional Development and guidance on using diagnostic assessment to align teaching and interventions (Effective Professional Development — EEF).	1, 4
3. Instructional coaching/mentor model for teacher development (weekly coaching conversations, lesson study, peer observation school and Trust wide) to embed evidence-based practice.	EEF evidence/guidance on Effective Professional Development and teacher development; coaching/mentoring improves implementation when given protected time (Effective Professional Development — EEF).	1
4. Targeted classroom technology apps to increase practice and	EEF: Using digital technology — guidance on how technology can support learning when integrated into	1, 3

home-school links where appropriate.	teaching practice (EEF Using digital technology).	
5. Recruitment & retention focus: utilise ECT/ECF mentor funding and targeted professional development to retain staff; ensure continuity for disadvantaged cohorts.	EEF evidence that PD and structured induction (ECF) support teacher effectiveness and may aid retention (Effective Professional Development).	1

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Small group support (2–4 pupils) in reading (inference or Switch On) 1 st Class @ Number maths intervention delivered by class teacher or trained TA for identified disadvantaged pupils (10–12 week blocks, 3x weekly sessions).	EEF Teaching & Learning Toolkit — Small group tuition: average +4 months; guidance on targeting, diagnostic assessment and training for staff (EEF Small group tuition).	4, 1
2. One-to-one or very small group targeted support for Year 6 PP pupils in combined subject gaps aligned to classroom curriculum, with a focus on maths and GD.	EEF guidance on effective tutoring and tutoring programme principles (selection, alignment, sustainability). Tutoring can deliver up to +5 months for 1:1 and +4 months in small groups when well implemented (EEF Effective tutoring guidance summary resources).	4
3. Early years language intervention (Speech and Language link/Nuffield ELS or evidence-based	EEF Early Years evidence and Nuffield Early Language Intervention summary showing strong effects on spoken	3

oral language programmes) implemented in Reception with trained TAs and weekly monitoring.	language and early reading (+4 months in RCT for NELI) (Nuffield Early Language Intervention — EEF ; EEF Communication and language approaches).	
4. Speech, Language and Communication needs pathway: in-school targeted SALT trained TA provision, regular liaison with external SALT where required, with clear targets and progress monitoring.	EEF Communication & Language approaches and Early Years Evidence Store recommend early diagnosis, trained delivery and linking spoken language to reading/writing outcomes (EEF Communication and language approaches).	3
5. High-quality deployment of Teaching Assistants: TAs trained to deliver structured interventions (Little Wandle Reading Squad and phonics support, maths, LTC) and to support in-class scaffolding rather than replacing teacher instruction.	EEF guidance on Teaching Assistants — training TAs to deliver evidence-based interventions improves impact; careful deployment increases effectiveness (EEF Teaching assistants guidance materials via Toolkit references).	1, 4, 3, 5
6. SEND graduated approach strengthened: clear Personalised Plans/Pupil Passports for PP/SEND pupils with measurable short-term targets and access to the Treehouse, OT, SALT specialist resources.	EEF resources on SEN in mainstream schools and guidance recommending targeted interventions and adaptation of universal teaching (EEF SEN in mainstream schools guidance).	1, 3, 4, 5

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
1. Attendance strategy with focused support for disadvantaged families:	EEF Summary of evidence on supporting attendance and recommendations: parental	2, 5

early identification, personalised communications (letters/messages), HT monitoring (termly reviews). SIP and Board monitoring through termly Attendance Strategy review meetings	communication and responsive, tailored interventions show promise; EEF attendance toolkit and reflection tool (EEF Supporting attendance summary).	
2. SEMH universal programme and targeted support for pupils with high SEMH needs; staff training in trauma-informed practice and restorative approaches.	EEF Social and Emotional Learning (SEL) Toolkit: SEL approaches have positive effects (~+3 months) and are particularly important for disadvantaged pupils; embed SEL and provide targeted support where needed (EEF Social and Emotional Learning).	2, 5
3. Nurture breakfast and targeted provision for disadvantaged pupils to improve attendance, readiness to learn and concentration.	EEF attendance evidence review highlights approaches addressing basic needs (meal provision, wraparound) as part of holistic strategies that can address attendance and engagement; EEF SEL & attendance resources note benefits when combined with family engagement (EEF Supporting attendance).	2
4. Parental engagement programme: termly family learning workshops (phonics, maths, reading strategies, SEND) and regular personalised communications on progress and attendance.	EEF guidance on Parental Engagement and attendance evidence: parental communication and engagement approaches show promise for improving attendance and engagement; EEF resources on parental engagement recommend workshops and home-school links (EEF Supporting attendance).	2, 3
5. Enrichment and extra-curricular offers (music, sport, trips) PP pupils targeted to build belonging, cultural capital and engagement.	EEF guidance highlights extra-curricular activities and enrichment as part of broader strategies to improve engagement and wellbeing in combination with other targeted actions (EEF Social and Emotional Learning; EEF attendance resources).	2, 6
6. Family support and wraparound referrals: strengthen referral routes to local early help, mental health and family support agencies; publish clear	EEF attendance evidence recommends a holistic understanding of family needs and responsive interventions; parental communication and multi-agency working are highlighted as promising (EEF Supporting attendance summary).	2, 5

pathways for staff and families.		
7. OPAL Play (structured play leader support and playworker training): implement and monitor OPAL play improvements at break/lunchtimes to improve social development, reduce behaviour incidents and increase readiness to learn.	Evidence for play/nurture approaches is less captured in the EEF Toolkit but nurturing/play interventions (nurture groups, play-based SEMH approaches and Thrive) have supportive evidence and practice guidance (e.g., Devon toolkit, Nurture UK). See: Devon SEMH Toolkit – Nurture groups / play-based approaches and Nurture Group summaries.	6
○ Total budgeted cost: £36,360		

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We are confident that we have been acutely conscious of the well-being needs of our most vulnerable children and so have continued the spending and focus on this for the year ahead. This includes ongoing nurture support and in class nurture taking place. Calm down areas/nurture room and reflection room have been implemented and whole class sensory kits installed in all classes. We use Microsoft Reflect for all children to monitor pupil wellbeing daily – teachers track trends and support immediately. Boxall Profiles are used to track wellbeing of pupils and identify interventions to support.

National data:

In EYFS 85.7% of pupils achieved GLD, an increase of 7.1% on the previous year. 100% of Pupil Premium pupils achieved GLD.

93.3% of Year 1 pupils passed the Phonic Screening Check, an increase of 20% from previous year. 75% of PP pupils passed the check, meaning 25% of PP pupils did not pass – 1 out of 4 pupils.

100% of Year 2 pupils passed the phonics retake – all SEND.

Year 6 - 75% of pupils achieved combined expected standard combined, 13% increase on previous year. 33% of Pupil Premium pupils achieved combined expected standard (1 out of 3 pupils).

Attendance: Although overall attendance in 2024/25 was similar to the previous year, this was greatly affected by an increase in term time holidays, as they are more affordable for parents during term time. This year, the attendance of disadvantaged pupils is 94.65%, which was 1.65% up on the previous year, but 2% lower than their peers at 96.1%, but still above national average. Persistent Absentee for all was 4.65%, for PP this was 9.09%.

To maintain and improve this level, attendance will continue to be a focus of next year's plan in line with the Government document 'Working together to improve school attendance'.

Behaviour: Significant reductions in suspensions from 20 in 2023-24 to 1 in 2024-25.

Attendance at clubs: Spaces are made available to all disadvantaged pupils at all clubs. On average 20% of PP pupils attended extra-curricular clubs.

Term 3 Review impact

Term 5 Review impact

End of year impact