

Pupil premium strategy statement

Amport CE (Aided) Primary School

COURAGE COMPASSION RESPECT

This statement details our school's use of pupil premium (and recovery premium for the 2024 to 2025 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

School Overview

Detail	Data
School name	Amport CE(Aided) Primary School
Number of pupils in school	103
Proportion (%) of pupil premium eligible pupils	16%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024 -2025 2025 – 2026 2026-2027
Date this statement was published	October 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Nicky King
Pupil premium lead	Nicky King
Governor / Trustee lead	Anna Dixon-Green

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£12,790
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	£12,790

Part A: Pupil premium strategy plan

Statement of intent

At Amport CE (Aided) Primary School there is a culture of high expectations for all and irrespective of background or the challenges children may face, our intention is that all children make good progress and achieve high attainment across all subject areas. High quality inclusive teaching is at the heart of everything we do. We understand each child as a unique individual: their developmental stage, learning styles, barriers to learning and strategies that secure best progress. Assessment for learning is used effectively and all task design and teaching is informed by an understanding of each child's needs. There is a strong emphasis on developing positive behaviours for learning and learning gaps and misconceptions are identified and addressed quickly so that pupils can secure learning outcomes that will enable them to catch up to meet age related expectations or increasingly work at greater depth. Both teachers and support staff are deployed flexibly in response to the changing learning needs of pupils and resources are used to support children in their identified area of need. When deciding how to allocate our funding we take into account individual needs and research conducted by the EEF

Through our pupil premium strategy plan we will:

- Support wellbeing and mental health of all pupils
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve
- Provide support that enables each child to make good or better progress from their starting point

Challenges

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

Challenge number	Detail of challenge
1	Some children have poor communication and language skills
2	Some children have poor literacy and numeracy skills
3	Some children have poor emotional resilience which hinders their learning experiences
4	Parenting support for some children with behaviour challenges
5	Some children have siblings away from home ie in boarding school
6	Parental deployment for long periods, often at short notice can result in wellbeing and engagement issues

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
Gaps in early language development in PP children have been identified and addressed resulting in better progress in Reading and writing	PP children show a greater understanding of vocabulary Feedback from Language Link shows an improvement in children’s speech use of vocabulary and confidence
PP Children will make good progress in reading, writing and maths	A rich curriculum to stimulate enjoyment whilst learning reading, writing and maths TA’s carry out literacy interventions for those identified as needing it TA’s utilise pre-teaching to support learning and outcomes
Emotionally vulnerable children will be more secure and happy in school and showing an improvement in working independently	Observations of PP children in the classroom show improvements of their emotional resilience Focus children receive 6/12 weeks of support through the ELSA programme. Before and After evaluations show success and achievement of target. Lunchtime Clubs such as colouring club and board game club provide children a space to talk to an adult
Specialised art and craft lunchtime club for identified children this may include children who experience difficulties around their parent’s deployment	TA from a services background Children use targeted support clubs to talk about feelings and emotions and continue to make good progress in school
Good transition to Amport CE (Aided) Primary school will enable children to settle quickly, develop trusting relationships with staff and children and react positively to the new setting	Observations of new children demonstrate they have settled into setting well. Positive feedback from families Children continue to make good progress
Mental Health and wellbeing lead established in school to develop whole school approach.	Children’s Mental Health and wellbeing champions established through the schools mental health and wellbeing lead Children and families feel supported through the school and other agencies such as the MHST

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: £ 700

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA supervision meetings	Research by the ELSA network shows 2010 “Teachers were able to identify a measurable and significant improvement in the students’ emotional literacy within the school after students had received ELSA support”	3
Junior language link program and resources used as an intervention for communication and language Nessy Programme used as an intervention for children with identified reading and spelling barriers	Research suggests that classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy	1,2

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

Budgeted cost: £11,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA’s carry our targeted interventions so that PP children who are not meeting ARE are supported to do so	Evidence shows that when you gain a thorough knowledge of the barriers to learning and this evidence is then used	1,2

<p>SENDCo works closely with staff and children to plan for, and measure impact of interventions at regular intervals.</p> <p>This includes;</p> <p>Weekly</p> <p>Literacy Circle – 5 x 15 mins</p> <p>Precision – 10 mins 4 x week for identified children</p> <p>Language Link Programme 3 x 25 mins a week</p> <p>Lego therapy - weekly</p> <p>Targeted support for development of gross motor skills – 10 min daily</p>	<p>to provide appropriate interventions, outcomes can improve for children</p>	
<p>Flexible grouping of children within whole class maths, spelling and writing teaching sessions (using TA support where available)</p>	<p>This model of teaching successfully matches the needs of the children within the lesson. In the best teaching seen in the school, teachers are skilled at assessing progress during the lesson and will move children accordingly</p>	2

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

Budgeted cost: £2300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Weekly Lunch club to support children's wellbeing including those whose parents/siblings are away from home</p>	<p>Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year</p>	5 & 6
<p>Mental Health Lead training and research and working with MHST to develop whole school approach</p>	<p>Evidence shows that children need to feel confident and secure to enable them to maximise learning opportunities</p>	4
<p>ELSA provision</p>	<p>Research by the ELSA network shows 2010 "Teachers were able to identify a measurable and significant improvement in the students' emotional literacy within the school after students had received ELSA support</p>	3 & 6

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 2024 to 2025 academic year.

Assessment during 2024/25 showed:
In maths 81% of children in receipt of pupil premium funding achieved expected or above
In writing 68% of children in receipt of pupil premium funding achieved expected or above
In reading 68% of children in receipt of pupil premium funding achieved expected or above
End of key stage 2 results show 50% of children in receipt of pupil premium funding achieved expected or above in maths, writing and reading
100% of children in receipt of pupil premium funding in Year 1 passed their phonics screening
66% of children in receipt of pupil premium funding in Year R achieved GLD
Observations and assessments show that pupil wellbeing and mental health continues to be a focus moving forward and we will continue to use support from outside agencies as well as using internal support including ELSA work.
We will also continue to use targeted interventions where required using data and observations to measure the impact at termly intervals.

Service pupil premium funding

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?	We trained an Emotional Literacy support Assistant. We added a targeted lunchtime club for children from service families run by a TA from a services

	<p>background</p> <p>We addressed any gaps in children’s learning caused by moving between schools and addressed these with targeted support. All new children to the school were assessed within the first two weeks. Outcomes were used to allocate pre-teach and intervention support where required.</p>
<p>What was the impact of that spending on service pupil premium eligible pupils?</p>	<p>84% of service children made at least expected progress in reading and writing</p> <p>92% of service children made at least expected progress in maths</p>