

Pupil Premium Strategy Statement 2025-2026

Studham Village CE Academy



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	88
Proportion (%) of pupil premium eligible pupils	7%
Academic year that our current pupil premium strategy plan covers	2025/2026
Date this statement was published	31.12.25
Date on which it will be reviewed	December 2026
Statement authorised by	
Pupil premium lead	Katie Flowers
Governor / Trustee lead	Joan Wright

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£9090
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</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>	£9090

Part A: Pupil premium strategy plan

Statement of intent

At Studham Village CE Academy the funding we receive for Pupil Premium and the Recovery Premium is used to support children both academically and pastorally.

We aim to use the funding available to target as many children as possible, including those who may not be eligible for Pupil Premium, but are considered to be disadvantaged for a number of reasons.

Our aims are to:

- Provide high quality teaching and learning, assessment and feedback which supports our children to make good progress and learn more and know more.
- Provides an opportunity for adaptive teaching, responding immediately to areas where children are making less than expected progress and identify gaps in learning.
- Provide children with additional support in terms of intervention, where needed. This may include: pre-teaching, small group interventions, 1:1 support where suitable and an opportunity to revise and revisit areas which are challenging.
- Provide access to a range of learning resources and strategies to support children learning at home and at school.
- Support children's pastoral and social and emotional needs, through a range of nurture interventions and opportunities, designed to build resilience, gain confidence and an awareness of how to cope in challenging circumstances.
- Ensure that our children's mental health and well-being is well supported and a high priority.
- Ensure that all children are able to experience and benefit from a wide range of extra-curricular and enrichment opportunities, through providing free clubs and subsidised school trips / residential experiences.

Our work in support of disadvantaged children has been to focus on the needs of the individual children and to use a range of strategies, both academic and pastoral to remove as many barriers to learning as possible.

A variety of strategies have been used, e.g. Speech and Language intervention, to support a number of children in developing their ability to access the curriculum.

Key principles of our Strategy Plan include:

- Using the funding to support as many children as possible, through the flexible use of support for all disadvantaged children.
- To ensure that pastoral elements such as social and emotional needs and also children's good mental health are at the core of our work.

- To remain flexible and adaptive with interventions, through regular review and assessment and altering provision wherever needed.
- Using the EEF Research materials linked to Pupil Premium and Disadvantaged learners to select strategies and review provision.

Challenges

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

Challenge number	Detail of challenge
1	Children have an over reliance on the use of phonics to read and need to develop a reading approach which is based on the teaching of reading in its entirety.
2	Barriers to children across the school include poor fine motor control, which impacts on their ability to write. Handwriting skill across the school, is a barrier to children accessing the curriculum.
3	The ability to spell accurately is a barrier for some children. The low levels of spelling in some groups of children are preventing them from writing well and making good progress.
4	Children can have an isolated life outside of school and may not have access to clubs, extracurricular experiences and may, as a result have a low cultural capital.
5	A proportion of our PP eligible children also are on our SEND register, requiring individual plans and support to be provided. Enhanced personal support is required to ensure children have access to our curriculum provision and that they can access resources which are specific to their individual needs.
6	A barrier to some children is linked to their financial capacity. Trips, uniforms, and extra-curricular events are not always accessible.
7	Some children have poor attendance or struggle to get to school on time and these barriers are preventing them from making good progress in the basic skills of Literacy and Numeracy.

Intended outcomes

This explains the outcomes we are aiming for by the end of the 2025/2026 Academic Year, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
• Children to complete series of interventions running alongside Quality First Teaching (QFT) to increase the rate of progress in: Phonics Reading comprehension Handwriting	• Improved fine motor control leading to greater skill with the mechanics of writing. • Phonics is well embedded and children have a clear knowledge and understanding of reading and spelling without the reliance on phonics.

Spelling - Children to have developed their resilience and communication skills and be able to verbalise their emotions more effectively. - Reading texts to be enhanced through the purchase of High Quality Texts.	- Standards in reading, specifically comprehension, improve. - Spelling evidenced in written work improves, key words are spelled correctly and writing standards improve. - Staff are well trained and able to rapidly move children's learning forward. Standards in reading and writing increase as a result. - Texts are in place and used to support reading progress. Standards increase.
- Children who are SEND and PP have targeted support which meets the needs of the children. - Resources purchased to use to support Teaching and Learning.	- Resources / Schemes and Strategies are in place and are being used effectively to support individual needs. - Children's individual plans are in place.
Through targeted intervention children's academic ability increases. Gaps are identified and addressed, leading to greater progress and more children achieving the age-related expectations.	- Interventions to be used to support pre-learning, small group revision and 1:1 additional support where required. - Assessments – formal and informal to be used to determine gaps in learning, areas to be revisited and misconceptions to be addressed. - Targeted support through interventions to be used to ensure children' read well and can access the full curriculum.

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: £500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embedding Handwriting Scheme and continuation and development of Staff CPD. Specific focus on identifying gaps and supporting children to make good progress.	EEF research on Improving Literacy in KS1 and KS2.	1, 2, 3

Targeted academic support

Budgeted cost: £7690 (Vast majority of funding on intervention, targeted support, small group and 1:1 sessions.)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Intervention and Pre-Learning for: Spelling Handwriting Fine Motor Control Additional Reading interventions	EEF research on Phonics and its positive overall impact on children's standards of reading and writing. EEF research on Early Intervention and supporting the Language Development of children.	1 and 3
Phonics and Reading Intervention.	Sessions are matched to the needs of the children through careful assessment and diagnostic tasks. Phonics used as the key strategy to develop fluency and enhance comprehension. Reading is a key driver in children being able to access wider curriculum learning both inside and outside of school.	1, 3 and 5
Social and Emotional wellbeing support when required	Needs of the children to be met as detailed in any support plan and through PP entitlement. Employing ELSA trained staff to deliver targeted intervention	5 and 7
Employment of specialist staff for targeted support where needed.	EEF research on specialist support and specific intervention strategies.	

Wider strategies

Budgeted cost: £900

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase and use of specific and targeted strategies for SEND / PP children.	Improving SEND children's access to the curriculum and adapted lessons support development of Metacognition and Self-Regulation.	1, 2, 3 and 5
Staff Training and delivery of sessions.	EEF Research and recommendations on Metacognition and Self-Regulation.	
Subsidised opportunities for extra-curricular	(NB Links to Sports Premium Spending)	4 and 6

learning, enrichment and experiences. Uniform provision for some children. e.g. Subsidised school trips and residential.	Providing opportunities to experience the arts, sporting opportunities and experiences beyond the Curriculum. Providing aspirational opportunities to all children, regardless of circumstances. Educational visits, theatre trips, Pupil Voice, Sporting opportunities, residential and curriculum based school visits.	
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Total budgeted cost: £9090

