

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2025 to 2026 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

Detail	Data
School name	Preston Candover CE Primary School
Number of pupils in school	101
Proportion (%) of pupil premium eligible pupils	7%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2026
Date this statement was published	Autumn 2025
Date on which it will be reviewed	Autumn 2026
Statement authorised by	Mrs Simrit Otway
Pupil premium lead	Mrs Dominique Meier
Governor / Trustee lead	Mr Ope Eluwole

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£11,320.00
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	£11,320.00

Part A: Pupil premium strategy plan

Statement of intent

At Preston Candover C E Primary School, we adhere to the seven 'building blocks' which form our strategy to improve outcomes for our disadvantaged pupils:

- **Whole-school ethos of attainment for all**
There is an expectation that all pupils should achieve high levels of attainment. There is an ethos that all disadvantaged pupils can overcome their personal barriers to succeed.
- **Addressing behaviour and attendance**
The school responds rapidly to ensure behaviour management strategies are effective for pupils that need support. Attendance is monitored. Strategies, where applicable, are implemented to improve absence or lateness to maximise opportunities for learning in school.
- **High quality teaching for all**
The school places a strong emphasis on ensuring all disadvantaged pupils receive high quality teaching; responsive on-going formative assessment is essential to ensure disadvantaged pupils make strong progress.
- **Meeting individual learning needs**
Personalised profiles are to ensure barriers are overcome so that disadvantaged pupils can benefit from enrichment, emotional well-being support and interventions that enable them to succeed in their learning across a wide range of subjects.
- **Deploying staff effectively**
Both teachers and support staff are deployed flexibly in response to the changing learning needs of disadvantaged pupils.
- **Data-driven and responding to evidence**
The progress of disadvantaged pupils is discussed at all pupil progress meetings and at key assessment milestones. Actions are identified, implemented and regularly reviewed through our class Provision Maps within each assessment phase.
- **Clear, responsive leadership**
The inclusion leader reviews the effectiveness of strategies with the headteacher and governors at the end of each assessment phase. English and mathematics leaders are directly involved in monitoring activities designed to secure good progress.

Challenges

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

Challenge number	Detail of challenge
1	Emotional well-being and readiness for learning. Development and understanding of independence, resilience and leadership skills within their learning and beyond. Developing social skills to build and maintain strong relationships and their emotions are regulated.
2	Internal and external (where available) assessments indicate that Maths, Reading and Writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
3	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with spelling, handwriting than their peers. This negatively impacts their development as writers.
4	Attendance for all pupil premium children to be maintained at 96% or above academic year 2025- 2026, which will impact on their learning.
5	Access to extra- curricular, and enriched education activities and experiences including trips, music lessons, sport activities, visitors, after school clubs and residential experiences.

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
Pupil Premium pupils to develop strong attitudes towards life-long learning and build robust learning habits through our school values and learning ethos.	Pupils are fully engaged in school life and have taken part in a wide range of enrichment activities at the correct level of challenge. They are growing in confidence, which is reflected in lessons and in events where they have represented the school. Maintaining % of PP pupils reaching ARE over time, and closing the gap between non-disadvantaged pupils nationally, and in school. Pupils understand how they learn and can demonstrate resilience, the ability to raise their expectations of themselves and take risks with their learning.
To provide emotional, pastoral, and academic support for PP pupils through an enriched SMSC curriculum. To provide additional support for the wider family where appropriate.	Improved attendance and stability. Enhance ability to form friendships and positive relationships with others; leading to improved behaviour and outcomes. Increased attendance at school, enrichment events/ clubs outside school. Ensure formation of positive and productive relationships with peers and adults. Pupils make good progress.
Higher rates of rapid progress across the school for all PP pupils.	All PP outcomes in reading age and reading comprehension age to continue to improve and be in line with pupils without PP. Most PP pupils' outcomes in reading age and reading comprehension age to exceed ARE. A love of reading for pleasure is fostered. SLS recommendations are promoted for specific children and groups. Teachers and LSAs will be confident in accurately identifying particular barriers to learning. All interventions, where used, will show a high impact in closing the gap, exceeding progress and positive ratio gains.
Attendance rates for all PP children to be at target or above 96% in line with the rest of the school by end of academic year 2025-2026	Reduce the number of persistent absentees among pupils eligible for PP. Overall PP attendance improves from 90% to 97% in line with 'other' pupils by the end of 2025-2026
All PP pupils have access to extra-curricular activities, opportunities to take part in any enriched activity, visit or residential experience.	All PP pupils have access to an enriched curriculum by attending / taking part in any activity, visit or residential experience. 50% of funding is used to support payments.

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:

Supply cover costs- pupil progress meetings (3 days): £647.55

Leader in Me: £695.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Leader in Me – Coaching and programme for teachers CPD online. A whole school improvement model designed to create change across a wide variety of areas.	- Research outcomes related to LIM identify high impact in school leadership/culture and academics building resilience in all pupils. - Monitoring and evaluation of outcomes and provision termly and reported to Governors.	1
Teachers released for pupil progress review sessions 3 x a year	- Teachers involved in discussions with senior leaders related to pupil attainment and progress and review of provision and interventions. - Targeted support for PP children, needs identified so that provision is adapted as necessary. Progress of pupils is good and monitored termly.	1,2,3
PP is a focus within termly governor meetings	- Governors to support and hold school accountable for progress with PP children. - PP attainment and progress will be monitored throughout the year and teachers held accountable for this. - Staff governors to report back to meeting.	2,3,4
High quality teaching through investment in staff CPD focus on improving teaching and learning across the school	- Quality First Teaching will improve an increased pedagogical knowledge. - Sequences of lessons will be planned more effectively, through a 3- step coaching process. Maximising pupil progress for all pupils including PP children. This will be reflected in teacher observations, planning, children's attainment, and progress. - Using evidence and research for effective teaching and learning e.g. The Key, Sutton Trust EEF Toolkit. - Teachers increased accountability. Teachers will be reflecting on their own practise and progress. Teachers to share outcomes from PP children within this. As part of the planning process PP children with	2,3

	be planned for to ensure there is maximum progress.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost:

Library support and Library service SLA proportion cost: £499.66

Cost of LSA for extra learning intervention support (13 hours per week): £9785.10

Maths Circle subscription for TTRS: £146.00

Number Stacks Starter Kit: £150.00

Spelling shed subscription: £106.05

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhance literacy skills through bespoke access to expert advice on literacy texts and themes as well as topics affecting PP pupils' diverse needs and interests. Individualised reading advice. To sustain breadth and quality in the school's library books and for guided and group reading. • 1:1 daily reading • Reading comprehension support • Library service SLA • LSA librarian hours. • Support to complete Story Wings	• Some PP pupils may have lower literacy skills and have less exposure to a wide range of literature, than their peers which can impact on their comprehension and mathematical problem-solving skills.	2,3
Additional intervention support for pupils eligible for PP, especially the higher attaining pupils and pupils with SEND eligible for PP. • Additional Maths intervention • Times Tables and Numbots Rockstars Intervention • Spelling shed intervention. • Handwriting intervention	• The majority of PP children are working below expected level and require specific interventions to address their personal targets within areas of their learning. • LSAs receiving intervention training to maximise the effectiveness of the intervention. • The impact of these interventions and the provision map is monitored termly by CTs and the Leadership team through the LSA's intervention logs and observations of the delivery of the interventions.	2,3

• Fine Motor intervention • Writing sentence composition Intervention • Reading comprehension Intervention • Speech and Language Intervention • Spelling intervention • Writing- Colourful semantics intervention • Precision teaching of high frequency words		
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost:

Cost of Music CPD for Ukuleles teaching: £270.00

Cost of class Ukuleles: £50.00

Cost of LSA for TALA session (1 hour per week): £752.80

Cost of LSA for extra emotional and social intervention support (1 hour per week): £710.45

Activity	Evidence that supports this approach	Challenge number(s) addressed
Tightly monitored attendance by HT and Admin team with follow up support work by Inclusion Leader.	• Attendance rates for all PP children to be at target or above 96% in line with the rest of the school by end of academic year 2025-2026 • Impact of missing school on learning. • Attendance is closely monitored and if concerns, follow up support for family is swift and robust.	4
Deliver a series of five structured lessons explicitly focused on positive mental health for targeted pupils, aiming to build resilience, wellbeing, and coping strategies.	• EEF research shows that social and emotional learning interventions can improve wellbeing, resilience and academic attainment, with disadvantaged pupils often benefiting the most. • Teaching explicit mental health strategies helps pupils develop coping skills, self-regulation and emotional literacy, reducing stress and anxiety that can hinder learning. • Structured wellbeing lessons have been linked to improved engagement, behaviour and classroom	1

	participation, supporting Pupil Premium pupils to access learning more effectively. Evidence-informed by the PSHE Association, national guidance emphasizes that planned mental health education equips children with lifelong skills in managing emotions and building resilience.	
Supply Music teacher KS2 Pupils attended weekly music sessions in school	- Enrichment to enhance the breadth of experience and opportunity in learning. Building esteem, confidence, and resilience. - Giving children the opportunity to learn an instrument and develop their passion for Music.	5
Provide whole-staff CPD in music so all teachers are equipped to teach ukulele skills to Pupil Premium pupils. Purchase a class set of ukuleles to ensure every child has access to an instrument	- High-quality music provision supports cognitive development, including memory, attention, and listening skills, which can positively impact overall attainment. - Instrumental learning has been shown to improve confidence, teamwork and perseverance, supporting the wider wellbeing of disadvantaged pupils. - Providing every child with access to an instrument removes financial barriers and ensures Pupil Premium pupils can fully participate. - Teacher CPD strengthens the consistency and quality of music teaching, helping PP pupils benefit from sustained, high-quality instruction. - Group music-making increases engagement and a sense of belonging, which is shown to support improved behaviour and attitudes to learning.	5
Provide a range of after-school clubs that are fully accessible to all Pupil Premium pupils, ensuring equal opportunities for enrichment, skill development and social engagement	- Participation in extracurricular activities is linked to improved academic engagement, social skills and self-confidence, particularly for disadvantaged pupils - Providing equitable access to clubs helps reduce barriers to participation and ensures PP pupils benefit from the same enrichment opportunities as their peers. - Enrichment activities can foster teamwork, resilience, and personal interests, supporting wellbeing and engagement with learning.	5
1:1 emotional and pastoral intervention to pupils from a variety of staff members	- To provide emotional, pastoral and academic support for PP pupils through an enriched SMSC curriculum. To provide additional support for the wider family where appropriate and to boost the self-esteem and resilience of learners who fear taking risks. - Pupils benefit from access to resources and books around different families e.g. adopted/ fostered families - Individual pastoral support helps pupils develop emotional regulation, resilience, and coping strategies, reducing barriers to learning and improving engagement. 1:1 support can address specific personal, social, or emotional needs, which is particularly effective for PP pupils who may face additional challenges outside	1

	school	
Provide targeted pastoral support and social-skills sessions for identified Pupil Premium pupils to develop emotional literacy, resilience, and positive peer relationships intervention	- Targeted pastoral support can reduce barriers to learning by improving wellbeing, behaviour and readiness to learn, which supports Pupil Premium pupils. - Strong emotional literacy skills are associated with improved classroom participation, reduced anxiety and greater confidence, helping disadvantaged pupils access learning more effectively.	1
Provide targeted 1:1 support through the Therapeutic Active Listener Approach (TALA) for Pupil Premium pupils, helping them process emotions, build resilience, and develop strategies to manage social or emotional challenges	1:1 therapeutic listening interventions improve emotional wellbeing, self-regulation and coping strategies, particularly benefiting disadvantaged pupils who may face additional social or emotional barriers. - Research shows that personalised emotional support increases attendance, engagement and readiness to learn, helping reduce barriers to schooling. - Targeted therapeutic interventions can reduce stress, anxiety and emotional difficulties, supporting pupils to attend school more consistently.	1,4
Children given additional leadership roles and responsibilities to support independence, confidence and sense of belonging- Leader in Me	- Giving PP children a sense of belonging and contributing towards a school community. - Class teachers to give specific roles to PP children that support their development as required. - Discussion with Inclusion Lead and Head teacher.	1
Extra transition support from Inclusion leader	Supporting children and families within transition between classes in school and transition between schools.	1
Books which celebrate inclusion	- To boost the self-esteem and confidence of all learners. - To support PP children with a sense of belonging and celebrating their differences. - Pupils benefit from access to resources and books around different families e.g. adopted/ fostered families	1

Total budgeted cost: £13,812.61

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 2025 to 2026 academic year.

See separate document detailing impact of PP strategy 2025- 2026 and outcomes.

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

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?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.