Pupil premium strategy statement – Pitton 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

2026-2027 is Year 2 of a 3 year strategy

Detail	Data
Number of pupils in school	Based on the October 2025 census 5 PPG x £1,550 = £7750 3 SPG x £360 = £1,080 Total = £8,830
Proportion (%) of pupil premium eligible pupils	Currently on role 26-27 – 83 (6– Targeted PPG and 4 SPG) PPG 7% SPG 5% PPG and SPG = 12% of current pupils
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended – you must still publish an updated statement each academic year)**	2024-2025 2025-2026 2026-2027
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	LGC
Pupil premium lead	Emma Wilkinson
Governor / Trustee lead	Tony Johnson

Funding overview

Detail	Amount

Pupil premium funding allocation this academic year	£8,830
Recovery premium funding allocation this academic year *Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.*	£ N/A
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*	£8,830

Part A: Pupil premium strategy plan

Statement of intent

- Pitton CE Primary School aims that all of our pupils (disadvantaged or not) enhance their oral language, address identified SEMH concerns within our well-being offer, increase basic numeracy skills, offer increased reading opportunities via reading books matched to phonics and reading for pleasure and ensure children have access to high quality adult support through targeted intervention programmes. We expect pupils (disadvantaged or not) to engage in all aspects of school life.
- This current pupil premium plan is strengthened by working with Pickwick Academy Trust, Little Wandle SPP, and Ramsbury English Hub. The English lead is also released for an additional half a day a week for the academic year to support teaching staff via CPD, team teaching, SSP monitoring and TA training. Pupils will be also provided with additional reading opportunities and interventions which are shared with parents including progress and attainment and achievements to promote links between school and home.

Challenges

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

Challenge number	Detail of challenge
1	The needs of pupil premium children need to be personalised and high quality first teaching strategies ensured across the school in order to ensure that pupil premium children play an active part in lessons and become more efficient at metacognition and self-regulation as this is inconsistent in some pupils and classrooms.
2	The exposure to high quality texts is limited for pupil premium pupils and therefore the vocabulary used both orally and in written form is limited.
3	Additional experiences for children are limited therefore pupil premium children are missing out on vital experiences to help enhance learning and ensure they have high expectations for themselves.

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
Staff will consistently deliver high quality first teaching and use a variety of strategies to promote engagement and involvement of Pupil Premium children which will result in accelerated progress	Teaching will incorporate mastery techniques, higher order thinking and skills based learning Lessons will involve modelling and teaching of metacognitive and self-regulative strategies to allow pupils to discover the learning strategies that help them the most Pupil premium children will be fully engaged in all parts of their lessons using their personalised strategies Experience and Enquiry led curriculum lessons used to develop the learning experience and engagement. Thinking skills used to help differentiation to 'lift the lid' and help raise expectations from staff and children Internal data used to track children's achievements and discussed at PPM meetings shows identified children are making accelerated progress in order to close the attainment gap
High quality texts will be used where appropriate to allow children to access a rich range of vocabulary and this will be highlighted within lessons and provided on display for children to access when writing independently resulting in an increased range of rich vocabulary used by the children within their own writing. High quality texts also available for access through reading schemes, school library and book clubs. Vocabulary also developed through the child's learning journey.	English lead to help identify high quality texts year groups could use for themes linked to the Enquiry led curriculum English Subject Leader to identify books linked to The Write Stuff, Enquiry curriculum and the Protected Characteristics Learning journeys involve reading the text and looking at good vocabulary and meanings Magpie working walls used to display adventurous vocabulary Children use inspiration time to develop word, vocab and idea banks. Later book studies show a greater range of rich vocabulary Book studies show a greater range of rich vocabulary across the curriculum and specific resources used to develop vocabulary Learning walks allow specific observation for the teaching of vocabulary and specific resources developed to help this Library and reading scheme updated to develop a love for reading to allow greater access to a rich range of vocabulary Book clubs help develop a love for reading and allow children to discuss what has been read and the vocabulary used Reading challenge introduced the help develop the range of texts read and further develop the love for reading of the children
Experiences and opportunities for children will be	Pupil Premium families contacted in first three weeks to discuss the experience and enjoyment of school

improved to enhance their own expectations and self-worth as well as improving their cultural capital.	and to help identify possible gaps School trips funded All children go on trips organised for their year group, funded by the school where necessary Visitors in school as well as a trip to enrich experiences Sensory Resources used to help provide experiences children may have missed out on Time with ELSA, use of Play Therapy Examples of aspirational futures provided through visitors, speakers and careers events Pupil voice used to identify wants and needs and where possible clubs provided in school or help to fund outside of school offered Social activities arranged for Pupil Premium children

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: £4,415

Activity	Evidence that supports this approach	Challenge number(s) addressed
Staff to identify high quality texts to use for themes where a rich vocabulary is available *Vocabulary displayed for children to access when working independently* *Love for reading developed through the school through stimulating, relaxing and enjoyable classrooms that promote relevant and up to date books that expose children to a rich range of vocabulary*	Using high quality texts with a rich vocabulary helps the children see examples of what they can achieve and learning journeys provide specific chances, tasks and resources to help develop vocabulary range, an understanding of the vocabulary used and how to implement it themselves Updating the books available in the library and reading scheme help create a 'love for reading' promoting reading and therefore exposure to a rich range of vocabulary which they can include in their own writing Reading areas that include key questions, the use of visual identification, discussion and use of this vocabulary will allow children to access different learning styles and thinking skills helping the children develop a bigger range of rich vocabulary	1 2

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

Budgeted cost: £2,207.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted interventions (cross year group and stages in afternoon)	The impact of TA's is proven to be greater when delivering research-based interventions rather than simply supporting the teacher in class. This will begin to be embedded through the school Consistent use of strategies that have helped Pupil Premium children achieve the high expectations in lessons have been proven to decrease the gap. These strategies will be consistently embedded through the school. Research has shown that use of higher order thinking skills to help differentiation has helped lift the limit of pupils achievements in lessons and topic weeks have motivated and enthused children about their learning and provided the knowledge needed to help cross-curricular writing. Again these will be embedded across the school EEF reports that using metacognition and self-regulation strategies can produce an additional seven months progress. CPD training in this will help teachers ensure they are modelling and teaching these skills and helping Pupil Premium children identify the strategies that support them the most during conversations. Learning walks can evaluate the consistency of this and help develop the strategies further for the individuals	1 2
Pre-teaching as required *Teaching and discussion of personalised metacognition and self-regulation strategies* *Notes kept to pass on to develop a detailed overview of the child and their aspirations as well as help the child to identify metacognitive and self-regulative strategies that help them learn*	High quality first teaching is shown to be the most effective in promoting higher achievement so that playing catch up is not needed. The training delivered will encourage teachers to use strategies to ensure this is available for the children to access to prevent any gaps getting bigger EEF reports that using metacognition and self-regulation strategies can produce an additional seven months progress. CPD training in this will help teachers ensure they are modelling and teaching these skills and helping Pupil Premium children identify the strategies that support them the most during conversations. Learning walks can evaluate the consistency of this and help develop the strategies further for the individuals	1 2
Daily and three times per week reading completed as necessary *Small group discussion as appropriate* *Pre-teaching as required*	It is essential that children are exposed to rich vocabulary in different ways to allow them to develop the vocabulary they can use in their own writing. This needs to be identified, discussed, explained and used to allow it to be embedded in the children's own writing.	1 2
Parents evenings *Extra parent/staff discussions as required – initially in the first three weeks of school to discuss home learning and school closure experiences* *Staff member outside of the front of school/on the playground every*	Research shows that children look to parents as examples of what they will be when they are older. If the parents have not had a positive experience of school and they did not have high achievements then they are likely to have lower expectations for their own children too and not get involved with supporting their children easily. Staff will also ensure that pupil premium parents are actively encouraged to attend meetings and workshops	1 2

morning to help open communication with parents *Staff to ensure Pupil Premium families receive correspondence through Class Dojo* *Praise phone calls and messages on ClassDojo to ensure families are aware of progress and next step*	to help develop a support network at home and a more positive relationship between home and school. High expectations and opportunities to help develop experience of positive, high quality learning experiences at an early age are proven to benefit children's learning when starting full time education. Developing these in a friendly, non-threatening environment will improve relationships with parents and therefore reduce any negativity passed onto children about school and making the children's experience at school more positive	

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

Budgeted cost: £2,207.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Sense of belonging – messages home on ClassDojo about learning experiences, messages of praise/phone calls PPG pupils to be given responsibilities within the classroom to foster a feeling of belonging and appreciation	Parent surveys Building of relationships between home and school EEF toolkit – parental engagement	1 3
Cultural capital experiences promoted in the curriculum Essential experiences build in to the Curious City enquiry led curriculum Sports events and music provision promoted to PP pupils Residential costs is reduced/funded for PP pupils Outdoor learning encouraged and built in to the Curious City enquiry led curriculum	Learning contextualised in experiences and language rich environments Ofsted research has placed evidence on improving cultural capital, particularly for disadvantaged pupils Pupil surveys reflect an enjoyment of school. Analysis of engagement/attendance during remote learning show a high level of attendance Enrichment activities offer children a context for learning and a stimulus to trigger interest which can be evidenced in pupil books and subsequent data Sports participation increased engagement and promotes good mental health	1 3
Visitors in school as well as a trip to enrich experiences *Sensory Resources used to help provide experiences children may have missed out on* *Examples of aspirational futures provided through visitors, speakers and careers events* *Elsa work with identified pupils including Block Therapy* *Social activities arranged for Pupil Premium children including funding wrap around care*	A huge amount of 'social' time is at break time and lunch during school. Lunchtime supervisors need to ensure a positive relationship is developed and interaction between the children is inclusive and positive Staff will ensure that parents are aware of the potential of their child and the high expectations staff have for them, ensuring what these expectations means in terms of what the children have to do are communicated. EEF have reported that social and emotional learning can allow an extra 4 months learning. ELSA to attend Supervision Training to ensure pupils are supported to develop and maintain positive mental health	1 3

Strategies developed to encourage attendance to parental workshops and meetings to help develop skills to support learning at home *School trips funded* *Lunchtime supervisor training for positive lunchtime relationships and social interaction* *Pupil voice used to identify wants and needs and where possible clubs provided in school or help to fund outside of school offered*	strategies linked to the whole school ethos of a growth mindset. Headteacher to attend Trauma and Bereavement training to ensure pupils are supported should the need arise.	

Total budgeted cost: £8,830

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

September 2024

This is the first year of this strategy. Review for 24-25 will be completed at the end of the academic year.

September 2025

ELSA support findings noted that children were increasingly able to identify and manage emotions and behaviours and self-regulate leading to increased confidence and resilience. The funding of residential visits and activities like Bikeabillity have ensured that children have wider experiences that are funded and development within the school environment. Children have the ability to explore and develop their own sense of self by learning and experiencing new opportunities and experiences the employment of a specific adult to deliver targeted intervention programmes has ensured that children's gaps in learning are identified and addressed this has led to increased confidence and resilience. Funding of uniform has aided children to have a sense of pride in their appearance it also supports families financially with associated costs of uniform. Development of texts within the classroom and wider school library has enabled children have access to a wider and richer vocabulary leading to increased reading and writing skills thus creating more confidence in their own abilities and resilience. Children also have the opportunity to learn life skills in preparation for the wider long-term goals of the school. There is a consistent approach to improving pupil involvement in lessons and attitude to learning using Growth Mindset and Metacognition. The ways in which lessons can be adapted to meet the needs of all pupils is improving through allocated release time for moderation. All staff are receiving ongoing training in QfT and the targeted intervention activities either small group or 1:1 have shown improved outcomes for pupils through the identification of misconceptions or gaps in learning. This has led to improved pupil participation in whole class lessons due to increased confidence. Year 6 PPG pupil achieved EXS in GPS (107), Reading (108), Maths (100) and Writing EXS (TA) reading during the 2025 SATs. A systematic approach to the teaching of phonics and reading has shown excellent attainment at both KS1 and KS2. The additional investment in quality reading materials has enhanced pupils' involvement and enthusiasm to read independently. Engagement in opportunities for attendance at external workshops (e.g. arts and writing) have shown high expectations for pupils and increased self-esteem and self-confidence.

September 2026

Over the period 25-26, strategic investment in quality-first teaching, targeted intervention, accredited staff development, and whole-school health initiatives has led to significant progress across academic, emotional, and institutional measures. Targeted academic interventions and high-poverty-aware classroom practice have significantly boosted pupil outcomes, particularly at key assessment milestones:

A Year 6 disadvantaged pupil achieved Greater Depth Standard (GDS) in Mathematics, having previously been assessed as Expected Standard (EXS) at Key Stage 1. This highlights the effectiveness of our stretch-and-challenge provisions and mastery

interventions for high-prior-attaining disadvantaged pupils.

A disadvantaged pupil previously assessed as Working Towards Standard (WTS) at KS1 achieved the Expected Standard (EXS) in Reading at KS2, the same pupil having been previously assessed as Working Towards Standard (WTS) at KS1 achieved the Expected Standard (EXS) in Writing.

These outcomes demonstrate that targeted reading and writing catch-up strategies, structured feedback, and close tracking successfully accelerated progress to close the primary-phase attainment gap.

Recognising that emotional security and mental well-being are fundamental prerequisites for academic success, significant funding and strategy were directed toward social-emotional support structures:

Emotional Literacy Support Assistant (ELSA) interventions have shown strong progress, offering structured support for anxiety, self-regulation, attendance, and peer relationships among disadvantaged pupils.

Our ELSA successfully achieved the National Professional Qualification for Special Educational Needs Co-ordinators (NPQSENCO). This milestone ensures expert, research-informed oversight in identifying and removing barriers to learning for pupils with complex or dual-needs (PPG/SEND).

The school successfully attained the Healthy Schools Silver Award. This reflects our commitment to physical health, emotional well-being, healthy eating, and personal development—creating an inclusive school culture that nurtures the whole child.

To ensure that support is bespoke and systemically tracked, localized strategies and accredited frameworks were embedded across the school:

Individualised Pupil Passports are now active for every Disadvantaged Learner (DL). Passports capture pupil voice, individual strengths, specific learning barriers, classroom adjustments, and emotional triggers, empowering class teachers to deliver highly tailored, quality-first teaching.

The school successfully completed the Wiltshire 'Closing the Gap' Accreditation, a specialised local authority initiative focused strictly on improving outcomes for Disadvantaged Learners. Participation in this framework validated our self-evaluation procedures, refined our PPG funding allocation, and enhanced multi-agency working to dismantle systemic disadvantage.

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