

Pupil premium strategy statement – Little Common School

Before completing this template, read the Education Endowment Foundation's guidance on [using your pupil premium funding effectively](#) and DfE's [using pupil premium guidance](#), which includes the 'menu of approaches'. It is for school leaders to decide what activity to spend their pupil premium (and recovery premium) on, within the framework set out by the menu.

All schools that receive pupil premium (and recovery premium) are required to use this template to complete and publish a pupil premium statement on their school website by 31 December every academic year.

If you are starting a new pupil premium strategy plan, use this blank template. If you are continuing a strategy plan from last academic year, you may prefer to edit your existing statement, if that version was published using the template.

Before publishing your completed statement, delete the instructions (text in italics) in this template, and this text box.

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 | 623 |
| Proportion (%) of pupil premium eligible pupils | 16.5% |
| 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 – 2026/2027 |
| Date this statement was published | December 2024 <i>Reviewed November 2025 looking at the 2nd year of the plan.</i> |
| Date on which it will be reviewed | September 2025 |
| Statement authorised by | Louise Moor, Headteacher |

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| Pupil premium lead | Nick MacGregor, Deputy Headteacher |
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Funding overview

| Detail | Amount |
|--|----------|
| Pupil premium funding allocation this academic year | £140,600 |
| Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2023/24 cannot be carried forward beyond August 31, 2024.</i> | £0 |
| Pupil 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> | £140,600 |

Part A: Pupil premium strategy plan

Statement of intent

Pupil Premium funding is an allocation of additional funding provided to academies through the local authority to support specific groups of children who are vulnerable to possible underachievement. This includes pupils who are entitled to free school meals (FSM) at any one time in the last six years, children who are in care and those whose parents are in the armed forces.

Our intention is that **all pupils**, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers.

Evidence shows that disadvantaged children generally face additional challenges in reaching their potential at school and often do not perform as well as other pupils. Our objectives are to remove barriers to learning created by poverty, family circumstance and background; narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged peers; ensure all pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum; support our pupils' social and emotional wellbeing so that they develop resilience. Our ultimate objective is for disadvantaged pupils to reach age related expectations at the end of Key Stage 2 or make accelerated progress from their starting points, thus improving their future outcomes and providing them with a good foundation for secondary school.

We aim to achieve this through:

- quality first teaching and providing teachers with high quality CPD;
 - providing targeted, evidence based intervention, when needed, to quickly close identified gaps;
 - providing additional tutoring with a skilled member of our school teaching team.
 - providing appropriate emotional and pastoral support
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- We will ensure that effective teaching, learning and assessment meets the needs of all pupils through monitoring and rigorous analysis of data. With the support of SLT, class teachers will identify through pupil progress meetings specific intervention and support for individual pupils which will be reviewed at least termly. Alongside academic support, we will ensure that those pupils who have social, emotional and mental health needs will access high quality provision from appropriately trained adults.

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | Lack of confidence and skills in early reading, leading to poor attainment across the curriculum |
| 2 | Lack of fluency in maths number work leading to lower attainment in maths |
| 3 | Lack of engagement leading to slow progress as well as lower starter points for those who are pupil premium. |
| 4 | Some families who are disadvantaged may live with significant pressures which can increase stress and have an impact on children's emotional wellbeing |
| 5 | Underdeveloped oracy skills and vocabulary gaps among many disadvantaged pupils from Reception through to KS2. This is evident through assessment, discussion and observation of pupils |
| 6 | Absence rate of Pupil Premium Pupils in the previous academic year was 7.6% which is above national absence figures which are currently at 5.9% |

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 |
|---|---|
| For pupils to master early reading and read with accuracy and fluency | <p>The percentage of disadvantaged pupils reaching the expected standard in phonics in Year 1 will be in line with national average for all pupils (67% disadvantaged achieved in 2024 and pupils nationally 80% 2024).</p> <p>Children in Key Stage 1 will make progress within the RWI phonics scheme and will be off the scheme by the end of Key Stage 1</p> <p>Children in Key Stage 2 will read at an age appropriate level, measured by a ZPD given by the Accelerated Reader programme.</p> |

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|---|--|
| | KS2 reading outcomes in 2024/25 show that the percentage of disadvantaged pupils reaching the expected standard in reading will be in line with national average for all pupils (74% 2024) and above that of disadvantaged pupils nationally (64% 2024). |
| For those pupils at risk of falling behind to be well supported by classroom staff so that they make rapid progress | Children receiving intervention make measurable, rapid progress from their baseline |
| For pupils to make progress in reading and writing | Disadvantaged pupils achieve at least national average progress scores in reading and writing |
| For less articulate pupils to make accelerated progress from their starting points | <p>Disadvantaged pupils will demonstrate an increase in achievement in speaking and listening elements of ELG compared to 2023 data</p> <p>90% of each class are able to use new vocabulary accurately when speaking or writing</p> <p>Increase in % of disadvantaged pupils who can express themselves clearly when assessed through Language Link and</p> <p>NELI programmes</p> |

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: £ 15,170

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <i>Small group tuition (Teacher led)</i> | It addresses gaps in children's knowledge. Allow children's to discover | 1 and 2 |

| | | |
|---|--|---------|
| | and engage with a range of ideas and backgrounds. Assists children in clarifying their attitudes toward ideas about the subject matter. | |
| <i>Additional Group support (Teacher led)</i> | Helps children reach their potential and achieve their learning goals. This can include adapted learning materials, additional support and changes to the way that new information is delivered. | 1 and 2 |

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

Budgeted cost: £ 69847

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Fresh Start (Teaching assistant led) | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading. This particularly evident in disadvantaged pupils. This Fresh Start is aimed at 10-11 year olds to help make accelerated progress. Phonics Toolkit Strand Education Endowment Foundation EEF | 1, 3 and 5 |
| Purchase of Read Write Inc subscription, training package and updated books to ensure strong phonics teaching for all pupils | Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF | 1, 3, 5 |
| Purchase of Accelerated Reader package to support high quality teaching of reading for pupils with books correctly matched to their ability and to provide diagnostic | Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: Standardised tests Assessing and | 1, 3, 5 |

| | | |
|--|---|---------------|
| STAR reading assessments | Monitoring Pupil Progress Education Endowment Foundation EEF | |
| TT Rock Stars subscription | Daily times tables helps improve automaticity and speed, in addition to improving multiplication knowledge. TT Rockstars has had a positive impact in the school since its introduction. | 2, 3, 5 |
| Numbots subscription | Frequently overlooked, NumBots makes "counting without counting" a central feature in the early stages because, when done well, it lays the mental foundations for number bonds. Building on their subitising skills, learners smoothly transition onto number bonds. | 2, 3, 5 |
| EYFS small group | Early intervention can help children and young people to develop the skills they need to live happy, healthy and successful lives. It can improve the quality of children's home lives and family relationships, increase educational attainment and support good mental health. | 1, 2, 3, 4, 5 |
| Additional adult support (teaching assistant time) | Studies showing that TAs have a positive impact on pupil attainment list a variety of benefits for pupils. Wilson et al. (2003) found that TAs improve pupils' learning experience, boost pupil motivation and self-esteem, establish good relationships with children and are largely favoured by parent | 1, 2, 3, 5 |

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

Budgeted cost: £ 55,583

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|--|-------------------------------|
| Thrive SEMH and Sensory and Physical support Including small group intervention | Improved SEMH of all pupils. Instances of poor behaviour reduced. Exclusions decrease. Pupils are confident and resilient. Pupils can manage their emotions appropriately. | 1, 2, 3, 4, 5 |

| | | |
|--|---|---------------|
| Sensory support | Improved SEMH of all pupils. Instances of poor behaviour reduced. Pupils can manage their emotions appropriately. | 1, 2, 3, 4, 5 |
| Excursion support | Helps increase independence and confidence as well as taking children out of their comfort zone. It helps children contribute to a wider world perspective and is a great way to learn and remember information. It also helps enrich learning in new and exciting. | 3 and 4 |
| Music Tuition | Music teaches children a good work ethic because they see the value of practice as they improve and reach new achievements. Students will learn how dedication creates good results, while failing to do all the necessary practice results in mediocre results. These lessons carry into school studies. | 4 and 5 |
| Family Liaison Attendance Officer (FLAO) | Studies show that direct engagement with families is effective in improving student attendance rates. Family Liaison Officers work with families to identify the reasons behind absenteeism and develop tailored strategies to overcome them. By doing this, they can significantly reduce chronic absenteeism. | 6 |

Total budgeted cost: £140,600

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Key areas of impact

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 |
|--------------------|-------------|
| Read Write Inc | Ruth Miskin |
| Accelerated Reader | Renaissance |

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|------------------------------|------------------|
| Thrive FTC | Thrive FTC |
| White Rose Premium Resources | White Rose Maths |
| Times Table Rockstars | Maths Circle Ltd |

Service pupil premium funding (optional)

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| <p><i>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</i></p> |
| |
| <p>The impact of that spending on service pupil premium eligible pupils</p> |
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Further information (optional)