



High Littleton Church of England Primary School

Pupil Premium Strategy Statement

This statement details our school's use of Pupil Premium funding to help improve the attainment of our disadvantaged pupils during 2025-2026

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 during the course of the last academic year 2024-2025.

School overview

Detail	Data
School name	High Littleton CE Primary School
Number of pupils in school	181
Proportion (%) of pupil premium eligible pupils	23 (13%)
Academic year/years that our current pupil premium strategy plan covers	2024-2026
Date this statement was published	July 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Gareth Griffith Headteacher
Pupil premium lead	Gareth Griffith
Governor / Trustee lead	Alec Bennett

Funding overview

Detail	Amount
Pupil premium funding allocation the academic year 2025-2026	£30,300
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year (2025-2026) If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£30,300

Part A: Pupil premium strategy plan

Statement of intent

The school serves the parish of High Littleton and Hallatrow. The pupil premium grant reflects this social group. The school acknowledges the need for Pupil Premium students to make as good or better progress than other students in their year group.

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. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker, are young carers or receive support from our Education Welfare Officer. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Interventions and provision for pupil premium eligible children are planned based on the individual child's need and are reviewed throughout the year by the class teacher in conjunction with the Inclusion Lead. Provision is informed by pupil tracking data on attainment, attendance, behaviour, advice from outside agencies and other professionals, where appropriate, together with the views of the child's parents/carers. Pupils are not singled out, highlighted or treated differently as a result of their eligibility for pupil premium funding.

As an inclusive school, the focus is on supporting learning and attainment for each individual pupil through quality teaching and high expectations for all.

Overall aims of our Pupil Premium Strategy are:

- To reduce the attainment gap between the school's disadvantaged pupils and others nationally
- To raise the in-school attainment of both disadvantaged pupils and their peers in English and Maths
- To provide Pupil Premium children with a rich, varied curriculum including access to extracurricular activities
- To support the well-being and SEMH needs of pupils eligible for pupil premium and their families
- To ensure that attendance of Pupil Premium is at least in line with whole school attendance

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged children have underdeveloped oral language skills and vocabulary gaps.
2	Identifying clearly any SEN needs for individual children.
3	Disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers from Reception through to Year 6.
4	Writing attainment among disadvantaged pupils is below that of non-disadvantaged pupils and that these pupils are making slower progress than their peers.
5	SEMH and other health issues as barriers to learning and attendance.
6	Disadvantage children not having access to high-quality reading books.
7	Lack of access to funds for trips, residential, quality reading texts or IT beyond the classroom

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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. Disadvantaged pupils in the Early Years reach a Good Level of Development in Communication and Language.
Improved phonics attainment among disadvantaged pupils.	KS1 phonics screening outcomes show that more than 90% of disadvantaged pupils met the required standard.
Improved reading progress and attainment among disadvantaged pupils.	KS2 reading outcomes show that more than 80% of disadvantaged pupils met the expected standard.
Improved writing progress and attainment among disadvantaged pupils.	KS2 writing outcomes show that more than 80% of disadvantaged pupils met the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes show that more than 80% of disadvantaged pupils met the expected standard.
Improved retention, recall and response to learning for all pupils, especially those who are disadvantaged, closes knowledge gaps.	Assessments and observations indicate significantly improved retention, recall and response to learning in wider curriculum areas among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny, pupil conferencing and ongoing formative assessment.
To achieve and sustain improved social and emotional wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • a significant reduction in behaviour incidents • a significant increase in participation in enrichment activities, particularly among disadvantaged pupils

PP children with identified SEN needs receive appropriate support and assessments.	Accurate referrals and targeted interventions/signposting to other services is achieved.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Attendance for disadvantaged children is at least in line with school average.
PP children are able to access the full range of inspirational clubs and trips on offer to them	Children have participated in, and can talk enthusiastically about, their extra curricular clubs and academic trips.

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

Budgeted cost: £4000

Activity	Evidence that supports this approach	Challenge number(s) addressed	Budgeted cost
Ensure that PP children have access to high-quality books to support their progress in reading. Children from Y2-Y6 have access to Accelerated Reader so that school can monitor progress.	Some types of oral language interventions appear to be more effective than others, on average. Interventions which are directly related to text comprehension or problem-solving appear to have greater impact. There is also consistent evidence supporting reading to young children and encouraging them to answer questions and to talk about the story with a trained adult. (EFF) On average, reading comprehension approaches deliver an additional six months' progress. Successful reading comprehension approaches allow activities to be carefully tailored to pupils' reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge. (EFF)	6	£4000
			£4000

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

Budgeted cost: £21,000

Activity	Evidence that supports this approach	Challenge number(s) addressed	Budgeted cost
PP children with identified SEN needs receive appropriate support.	Overall, the evidence suggests that early years and pre-school interventions have a positive impact, delivering an average of around five additional months' progress. (EFF)	2	£13000
PP children with identified Speech and Language needs are supported.	Overall, studies of oral language interventions consistently show positive impact on learning, including on oral language skills and reading comprehension. On average, pupils who participate in oral language interventions make approximately five months' additional progress over the course of a year. (EFF)	2	£5000
PP children receive appropriate support in developing their phonic knowledge.	Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. (EFF)	3	£3000
			£21,000

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

Budgeted cost: £9,600

Activity	Evidence that supports this approach	Challenge number(s) addressed	Budgeted cost
Financial support with school visits, uniform and extracurricular activities, including breakfast club	<i>The research found that high-performing schools, both inside and outside of London, used a broader range of strategies to support disadvantaged pupils than lower-performing schools. Successful strategies for supporting children from poorer backgrounds included subsidising trips and extracurricular activities, and directing resources towards the early years and foundation stage.</i>	7	£5000
Ensure that attendance of PP children is at least in line with non-PP children.	DfE's Improving School Attendance	5	£300
			£5,300

Total budgeted cost: £30,300

Part B: Review of outcomes (2024-2025)

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Year 1 Phonic Screening (3 PP child) 100% passed the Y1 check. Year 6 (4 PP children) In reading, 50% met the expected standard. In writing, 67% met the expected standard. In maths, 75% met the expected standard. In EGPS, 50% met the expected standard.
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Externally provided programmes

Programme	Provider
Unlocking Letters and Sounds - SSP	St Peter’s Primary School, Portishead
Doodlemaths/Doodle Tabs	EZ Education
Charanga	WEMA
Accelerated Reader	Renaissance
Nessy	Nessy Learning
Jigsaw (PSHE)	Jigsaw PSHE Ltd