

## Pupil premium strategy statement - Great Sampford 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

Detail	Data
Number of pupils in school	79
Proportion (%) of pupil premium eligible pupils	7.6%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2023 - 2026
Date this statement was published	03/12/25
Date on which it will be reviewed	03/12/26
Statement authorised by	A Reis
Pupil premium lead	A Reis
Governor lead	L Willingale

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£5,920
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	£5,920

## Part A: Pupil premium strategy plan

### Statement of intent

#### Challenges

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

Challenge number	Detail of challenge
1	Achieving the expected outcome in phonics.
2	Achieving the expected outcome in reading, writing and maths.
3	Aiming for 100% attendance.
4	Support children with their own wellbeing and being an active part of the school community.

#### 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
Achieving the expected outcome in phonics.	Interventions carried out with TAs to ensure gaps in knowledge are addressed. Continuous assessments on the phonemes and spellings taught to date.
Achieving the expected outcome in reading, writing and maths.	Assess against the school's system to spot any gaps in learning. Address these gaps as soon as possible in class or within interventions as needed.
Aiming for 100% attendance.	Working with parents to ensure any issues are overcome. Discussions with parents on illnesses and when to send a child into school.
Support children with their own wellbeing and being part of the school community.	Use of Wellbeing time with TA and listening to the children whenever needed.

## Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: Direct Pupil Support - £74,483 (of which £5,920 from PP)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted academic support through teaching assistant deployment and interventions.	From EEF - Evidence indicates that high quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils.  Strategic deployment of TAs is important to ensure priority pupils are supported. This will include ensuring TAs are fully prepared for their role and supplementing rather than replacing high-quality provision from the class teacher, including providing targeted interventions.	1 and 2
Professional Development for all staff	From EEF - Schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. In some cases, this may include the selection of high-quality curriculum materials, or investment in the use of standardised assessments.	1, 2 and 4

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

Budgeted cost: £74,483 (of which £5,920 from PP)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted academic support through	From EEF - Pupils may require targeted academic support to assist language	1 and 2

teaching assistant deployment and interventions.	development, literacy, or numeracy. Interventions should be carefully linked to classroom teaching and matched to specific needs, whilst not inhibiting pupils' access to the curriculum.	
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £74,483 (of which £5,920 from PP)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting pupils' social, emotional and behavioural needs through a Wellbeing afternoon - Child led and supported by TA to spend some time focussing on child's wellbeing.	From EEF - Social and emotional skills support effective learning and are linked to positive outcomes later in life. Schools may consider whole-class approaches as well as targeted interventions, monitoring the impact of these choices carefully.	3 and 4
Financial support for clubs and trips.	Extracurricular activities are an important part of education in its own right. These approaches may increase engagement in learning, but it is important to consider how increased engagement will be translated into improved teaching and learning.	3 and 4

## Total budgeted cost: £74,483 on Support Staff (Using £5,920 from PP)

Using research from the EEF found on

[https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil\\_Premium\\_menu\\_evidence\\_brief.pdf?v=1649431092](https://d2tic4wvo1iusb.cloudfront.net/documents/guidance-for-teachers/pupil-premium/Pupil_Premium_menu_evidence_brief.pdf?v=1649431092)

## **Part B: Review of the previous academic year**

### **Outcomes for disadvantaged pupils**

Last year the school had 4.6% of children in receipt of PP funding.

60% Achieving the expected outcome in reading

40% Achieving the expected outcome in writing

80% Achieving the expected outcome in maths

93.6% Average attendance for the academic year

Happiness scale - Whole school average was 3.18 with PP children's average at 3.03