



Instow Community Primary and Preschool: Pupil Premium Strategy Statement 2025-2026



School Overview

Detail	Data
School name	Instow Community Primary and Preschool
Pupils in school	136
Proportion of disadvantaged pupils	11%
Pupil premium allocation this academic year	£22, 725 (£1, 515 per pupil)
Academic year or years covered by statement	2025-2028
Publish date	January 2025
Review date	December 2026
Statement authorised by	Lucy Mardling
Pupil premium lead	Lucy Mardling
Governor lead	Alan Mackie

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£22, 725
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£22, 725

Statement of Intent

At Instow Community Primary School, our intention is that all pupils, irrespective of their background or the challenges they may face, will make good progress and achieve high attainment across all subject areas. Quality first teaching is at the heart of our approach, so that all pupils are given the best possible chance to achieve their full potential. Research shows that disadvantaged pupils can face numerous barriers before they begin their school journey, and our aim is to remove these:

- Remove barriers to learning created by poverty, family circumstance and background
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- Ensure that ALL pupils can read fluently to enable them to access the breadth of the curriculum
- Develop confidence to be able to communicate effectively in a wide range of contexts
- Provide pastoral care and a caring environment so that children's emotional wellbeing is nurtured.
- Access a wide range of opportunities to develop their knowledge and understanding of the world

We have adopted and adapted the Education Endowment Foundation's 3-tiered approach to best use of Pupil Premium funding, focusing on:

- Wider strategies – a whole school relational approach and staff delivering pastoral care to children and families across the school, thus enabling children to come to school every day, ready to learn.
- Teaching: Ensuring the highest quality of education through a broad and balanced curriculum that enables children to progress and close gaps.
- Targeted support: Strategically planned academic support and interventions across the school for those children identified as having additional learning needs. Teaching teams in each class work closely together to monitor, track and target interventions that we have found to be successful.

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Challenges

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

Challenge number	Detail of challenge
1	Emotional wellbeing - a high number of our disadvantaged pupils have challenges with their emotional wellbeing and the families require extra support and intervention. (Wider Strategies)
2	Attendance – some pupils have ongoing medical needs and others present with a high level of emotional, social needs and mental health needs which can have a detrimental effect on attendance. (Wider strategies)
3	Low attainment on entry to EYFS, particularly in speech and language. (Teaching, Targeted Academic Support)
4	Reading and phonics at the end of KS1 – a high percentage of PP children have greater difficulties with phonics. This negatively impacts their development as readers (Teaching, Targeted Academic Support)
5	Writing continues to be an area of weakness for many children, including those who receive Pupil Premium. The link between language difficulties and low levels of writing ability is evident throughout the school and particularly in KS2. (Teaching, Targeted Academic Support)
6	Maths attainment among disadvantaged pupils remains below that of non-disadvantaged pupils. (Teaching, Targeted Support)

Intended Outcomes

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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
Overall: For disadvantaged pupils who do not have a identified SEND need to reach age-related expectations in reading, writing and maths and 100% to meet the expectations for Year 1 & 2 phonics check and Y4 multiplication.	100% of non-SEND disadvantaged pupils to reach ARE (age-related expectations) in reading, writing and maths
Overall: To ensure disadvantaged pupils with additional barriers to learning have their individual needs addressed so that they make at least expected progress from starting points in reading, writing and maths and make good progress with phonics and the multiplication check.	Data shows that disadvantaged pupils make expected progress from their starting points.
Overall: Teachers deliver quality first teaching and become increasingly skilled at planning effective provision for those children with identified barriers to learning.	Book looks and learning walks show that PPG pupils are accessing the curriculum and their progress is in line with non-PPG pupils.
Teaching: The introduction of the new curriculum inspires and motivates all children to do their best. It improves attitudes, attainment to learning and prepares them to be global citizens.	Pupil questionnaires will demonstrate that PPG pupils have a positive view of their learning.

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<p>Teaching: Teaching is consistently good across the school and all pupils make good progress or better.</p>	<p>Learning walks, book looks and pupil voice show that PPG learners make good progress due to the teaching they receive.</p>
<p>Targeted academic support: Improved oral language skills and vocabulary among disadvantaged pupils.</p> <p>Early identification of speech or language needs using the Speech and Language Link Assessments.</p>	<p>Assessments and observation data indicate 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.</p>
<p>Targeted academic support: Further develop the skill set of teaching teams across the school, so that pupils have the right intervention at the right time. Teaching teams plan together effective interventions that close gaps and improve the progress of all children, including PPG.</p>	<p>PPG pupils with SEND will make good progress, following effective intervention and support.</p>
<p>Wider strategies: To achieve and sustain improved wellbeing for all pupils in our school, including our disadvantaged pupils; offer a range of rich and varied experiences.</p>	<p>Disadvantaged children will have positive attitudes to learning and will be aspirational, aiming high in all that they do.</p> <p>PPG children will have improved confidence and self-esteem and mental health needs will be met by a supportive teaching team.</p> <p>Attendance data will improve year and year and PPG pupils will achieve the 97% target set by DCC.</p>

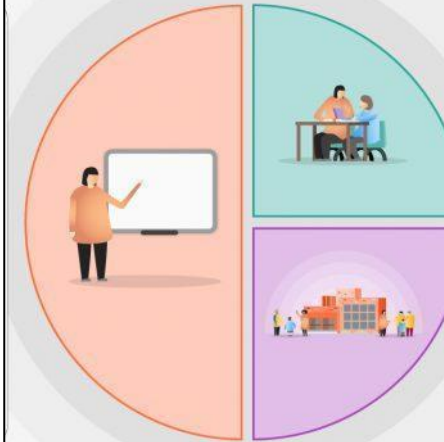
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	PPG children will have rich and varied experiences offered throughout the year.
Wider strategies: To ensure that PPG have equal access to a varied and rich curriculum, offering a range of opportunities that may not otherwise be experienced. (including trips, residential trips, music tuition and sporting activities)	PPG pupils will have the opportunity to play an instrument. All pupils in KS2 will be given the opportunity to attend a school residential. School trips and visits will broaden experiences and improve the knowledge of all pupils thus removing barriers to learning. Interventions to support social, emotional and mental health needs will be in place throughout the school. Staff will be confident in supporting the social, emotional and mental health needs of all pupils.

THE PUPIL PREMIUM TIERED MODEL

1 Teaching

Inclusive curriculum
Consistently good teaching



2 Targeted academic support

A focus on oral language skills and vocabulary development
Early identification of speech or language needs
Timely/focused intervention
Focus on improving writing outcomes

3 Wider strategies

Improved wellbeing
Rich and varied experiences
Equal access to a varied and rich curriculum



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Activity in this academic year

Teaching

Budgeted cost: £4,500

Activity	Evidence that supports this approach	Challenge numbers addressed
Rigorous reading and maths monitoring and support in all classes to identify strengths and areas for further support	EEF toolkit on effective intervention 'Monitoring to improve not Prove' by Great heights Research School W. Yorkshire	4, 5, and 6
To continue to embed the new phonics scheme and the FFT reading scheme	Strong evidence base that focussed phonics teaching has a positive impact on the accuracy of word reading, particularly for disadvantaged children (EEF).	4
To update Instow's approach to writing to ensure it is in line with the Writing Framework	Writing Framework - approach to writing	5
To embed the EEF 5 a day principle to teaching, in particular writing.	Evidence review from EEF suggests that these 5 core practices can support all pupils, including those with SEND, and improve outcomes.	5
To implement whole class programmes in reception that will support children in gaining foundational skills: Letterjoin and Drawing Club	A consistent approach to handwriting which starts in Early Years and Drawing Club helps to develop vocabulary. Writing framework states importance of good fine motor and handwriting skills in reception to enable children to progress	5
Staff training - supporting children to engage in mathematical thinking and to talk about their	The National Centre for Excellence in the teaching of maths (NCETM) draws on evidence-based approaches.	6

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mathematical thinking. 25-26 - particular focus on reception children and early maths.		
Staff training - Success at Arithmetic UKS2	Over 13,000 pupils in Y3 to Y11 have been supported by this programme. They have made an average Number Age gain of 14.5 months in 4months, over 3x the expected progress.	
CPD - approaches to teaching and learning.	EEF 5 a day principle OAIP - teaching and learning The Inclusive Classroom by D Sobel and S Alston	

Targeted academic support

Budgeted cost: £14,500

Activity	Evidence that supports this approach	Challenge numbers addressed
Programme to improve listening, narrative and vocabulary skills in EYFS - small group intervention	Oral language interventions can have a positive impact on pupils' language skills and ultimately on attainment. (EEF)	3
Continued development of EYFS outdoor provision to include role play area and other learning zones that offer language boosting opportunities and training staff.	EEF report (2017) 'Early Language Development: Needs, provision, and intervention for preschool children from socio-economically disadvantaged backgrounds.'	3
Phonics intervention for those pupils not achieving ARE at the end of year 1.	FFT - Validated phonics programme.	4
Reading intervention for those pupils with SPLD or who have not achieved ARE by the end of KS1	Dandelion Books as recommended by the Dyslexia outreach team.	4

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Pre-teaching of vocabulary; targeted language groups across KS1 Teachers planning what vocabulary will be taught in each curriculum area across the year groups.	There is strong evidence that suggests oral language interventions, such as high-quality classroom discussion and focussed language group support lead to improved outcomes at school and in later life (EEF)	3, 4, 5 and 6
Small group boosters – Year 6 and one to one tuition	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils (EEF)	4, 6

Wider strategies

Budgeted cost: £3,000

Activity	Evidence that supports this approach	Challenge numbers addressed
Attendance lead to hold regular contact/meetings with families at risk of persistent absence		
Additional support for social, emotional and mental health needs – use of Thrive approach, ELSA and Relational support. This is delivered by TAs in class.	EEF Toolkit suggests SEMH interventions have an identifiable and significant impact on attitudes to learning, social relationships and . Thrive is an accredited and well-researched intervention to support children with these needs. Improved attendance for PPG children.	1
All PPG pupils in KS2 are given the opportunity to attend a subsidised residential trip, learn to	The positive impact of previous experiences – increased confidence, ability to challenge oneself, resilience and so on.	1

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play an instrument, attend an after-school club of interest to them. Forest school for all children – ½ term each.		
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Total budgeted cost: £23,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

In the academic year 2024-2025, 14 of our school's 138 pupils, who were considered for Pupil Premium, were classified as disadvantaged, this was 10.1% of our cohort.

This was 22.9% lower than the national average of 33.0%.

11.9% (8) of our female pupils were disadvantaged, 21.1% lower than the national of 33.0%. 8.5% (6) of our male pupils were disadvantaged, 24.4% lower than the national of 32.9%.9

42.9% (6) of our disadvantaged pupils have a SEN provision, 13.4% higher than the national of 29.5%.

Attendance

The percentage of sessions recorded as an absence 10.0%, a total of 490 session(s). Absence is 0.4% lower than the national percentage of 10.4%. The percentage of sessions recorded as an authorised absence is 7.5%, a total of 369 session(s). Authorised absence is 1.5% greater than the national percentage of 6.0%. The percentage of sessions recorded as an unauthorised absence is 2.5%, a total of 121 session(s). Unauthorised absence in your school is 1.9% lower than the national percentage of 4.4%.

Data

The end of year assessments and teacher assessment shows that as a group, our disadvantaged pupils do not perform as well as the non-disadvantaged pupils. However, 100% of our disadvantaged pupils with no SEND need are working at the expected level in

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maths, and 86% in reading and writing. The disadvantaged pupils who have SEND needs have all made progress in areas of their learning following intervention. Writing is an area of challenge particularly for our disadvantaged pupils with SEND but they perform better in reading and maths.

Phonics screening data continues to be positive with 87.5% of pupils passing the screening . 100% of our disadvantaged pupils passed the check.

SEND

PP children identified as having speech and language needs all made progress and one has been referred for specialist support.

Speech and Language links are being used to identify any needs and then to give objectives to work though.

Families that have experienced challenges have been supported through TAF meetings (Team Around the Family) and have accessed support from external agencies which has positively impacted on the families.

Extracurricular opportunities

All PP children have taken part in residential trips, school trips and after school clubs. They have been given the opportunity to learn to play an instrument and they have all taken part in a 6 week block at Forest School.

Wellbeing

Staff questionnaires show that pupils are engaged and behaviour is good. Pupil voice shows that children feel they belong at school and they enjoy their learning.