Pupil premium strategy statement 2026-27

This statement details our school's use of pupil 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Froxfield CE School
Number of pupils in school	107
Proportion (%) of pupil premium eligible pupils	4.7%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2026-27 2025-28 overview
Date this statement was published	September 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Vickie Farrow
Pupil premium lead	Vickie Farrow
Governor lead	Francis Buner

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£9,970

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or individual circumstances, make strong progress and achieve well across the curriculum. We have high expectations for every child, including disadvantaged pupils who are already high attaining, and we aim to ensure that disadvantage does not become a barrier to achievement, participation or aspiration.

Our Pupil Premium strategy is designed to support disadvantaged pupils to achieve their full potential. We recognise that disadvantaged pupils are not a homogenous group and that the barriers they experience vary. Our approach is therefore based on a clear understanding of individual pupils and their needs, informed by robust assessment, school data, professional knowledge and discussion with pupils and families.

High-quality teaching is at the heart of our approach. Teachers maintain high expectations for disadvantaged pupils, provide appropriate challenge and adapt teaching in response to identified gaps in knowledge and understanding. Targeted support is used where assessment indicates that additional provision is required, with early intervention helping to prevent gaps from becoming embedded.

Our strategy also recognises that educational outcomes are influenced by more than classroom learning. We therefore address barriers to learning through a combination of academic support, attendance strategies, emotional and pastoral support, parental engagement and opportunities for enrichment and cultural capital.

The provision outlined in this strategy is intended to benefit pupils according to their individual needs. While the strategy has a particular focus on disadvantaged pupils, many of the approaches will also benefit non-disadvantaged pupils and contribute to improved outcomes for the whole school.

Our approach is responsive rather than based on assumptions about disadvantage. We will use assessment and monitoring to identify need, evaluate the impact of provision and adapt our approach where necessary. We will ensure that:

- disadvantaged pupils are challenged and supported to achieve highly;
- gaps in learning are identified and addressed at the earliest opportunity;
- interventions are evidence-informed and monitored for impact;
- attendance, engagement, well-being and wider barriers to learning are addressed proactively;
- all staff take collective responsibility for the progress, attainment and wider development of disadvantaged pupils; and
- pupils and families are involved in identifying and addressing barriers to success.

When making decisions about Pupil Premium spending, we draw on current evidence and research, including guidance and evidence from the Education Endowment Foundation (EEF), alongside our own school data, professional expertise and knowledge of our pupils and families. We will review the impact of our strategy at least termly and

use this evidence to refine our provision and ensure that resources are directed where they will have the greatest impact.

Challenges

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

Challenge number	Detail of challenge
1.	Attainment of PP children is lower than non-PP children.
2.	Overall Progress of some PP pupils is lower than Non PP – particularly across KS2.
3.	Especially with the cost of living crisis, a number of our disadvantaged children lack the appropriate resources for school such as clothing. This can hinder their mental health. Some of our disadvantaged families have a lack of IT resources and internet access which limits pupils' learning opportunities.
4.	Some disadvantaged pupils have greater difficulties with phonics than their peers. It is apparent that there are phonics gaps in their learning as they progress through the school which negatively impact their development as readers and writers.
5.	In some cases, children from disadvantaged backgrounds have limited vocabulary knowledge resulting in the inability to access age appropriate texts. This, along with the lack of exposure to high quality texts can also slow their writing and foundation subject progress.
6.	Underdeveloped oral language skills among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers. This can then negatively impact their confidence in different situations and their progress in reading, writing and foundation subjects.
7.	Lower levels of achievement in literacy and maths for most PP children – attainment gap between PP and non-PP (linked to Challenge 1)
8.	Lower levels of participation in broader, extra-curricular opportunities – financial hardship is a significant factor for families.
10.	Significantly lower attendance levels of PP children – total attendance for PP children in 2025-26 was 93.99% compared to 97.0% for all children.
11.	Concerns around the mental-health and well-being of some PP children and their families. Many have low self-esteem and lack aspirations.
12.	Our children from disadvantaged backgrounds are less likely to benefit from wider enrichment opportunities, such as cultural outings and learning to play a musical instrument so can feel left out, have fewer experiences to talk about and feel proud of. Disadvantaged children

	recognise that they have limited funds so often lack confidence as they are aware they cannot ask for opportunities from home

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
Improve pupil progress and outcomes for all and especially for key cohorts. Prioritise reading in KS1 to ensure all disadvantaged children can read automatically and accurately by the end of Year 2. In KS2 monitor progress and provide rapid catch-up/keep-up intervention to support children to achieve in line with their peers.	• Due to small numbers focus on individual children: • 1x Year 1 pupil (also SEND needs) pass end of Year R Little Wandle phonics assessment. 1x Year 3 pupil increase in reading SS +5, and maths SS +3. 1x Year 6 pupil increase in reading SS +5, and maths SS +8. Ongoing monitoring of other PP children to ensure they remain on track. End of Year 6, both disadvantaged children achieve EXS+ in R,W and M. • Assessment and intervention records demonstrate that identified gaps are addressed promptly and that interventions lead to measurable progress.
Improve oracy skills and vocabulary among disadvantaged pupils.	• Monitoring and pupil voice demonstrate that disadvantaged pupils are developing and using a wider range of vocabulary – increase in BPVS score (+5 SS) for three targeted disadvantaged children. • Teachers consistently use agreed strategies to develop vocabulary, oracy and high-quality language across the curriculum. • Assessment and observation show that disadvantaged pupils are increasingly able to articulate ideas, explain their thinking and participate confidently in discussion. • Actions from the oracy project are consistently implemented across classes.
PP attendance meets the school's attendance target of 96%	• The attendance of PP learners meets the school target of 96%. • Gap between the PP and non-PP is no more than 1%. • Attendance target for two PP children of 95% (one currently a PA and one at 92%).

	• PP Lead analyses attendance data regularly and works closely with families to improve attendance. • Staff are aware of difficulties that may impact PP learners and have plans in place to support these. Staff proactively report attendance concerns to PP Lead. • Systems in place to promote and celebrate good attendance and ensure children understand the importance of good attendance.
Provide meaningful support for emotional health and well-being of children and families.	• Pupils identified as requiring additional emotional support receive appropriate intervention, including ELSA where appropriate. • Thrive practitioner has provided support for 3x PP children – parents and pupils say the impact has been positive. • Thrive practitioner has led training session for parents and staff. • At least five families access appropriate support from the Family Support Worker/Thrive practitioner during the academic year.
Cultivate opportunities for enhancing 'cultural capital' through enrichment and experience in order to improve aspirations.	• All disadvantaged pupils have access to a range of enrichment opportunities, including residential visits, music, swimming and extra-curricular activities. • All disadvantaged pupils are given opportunities to represent the school and take on leadership or responsibility roles. • Participation data demonstrates that disadvantaged pupils are accessing enrichment opportunities and that financial barriers are not preventing participation.
Parents/carers of PP pupils are engaged in school, aware of their child's learning and understand how to support their child.	• Attendance at Parents' Evenings for parents/carers of disadvantaged pupils is in line with that of non-disadvantaged pupils. • Parent/carer feedback demonstrates that families feel informed about their child's progress and know how they can support learning at home. • Parents of disadvantaged children are supported to attend workshops and school events and all attend at least two during the year. • Individual parental feedback demonstrates that parents feel well-supported.
Children are developing key skills of collaboration, co-operation, conflict resolution, communication and	• Observations and pupil voice demonstrate that disadvantaged pupils are increasingly

teamwork through the new outdoor play arrangements.	able to play, communicate and work effectively with their peers. • The number of recorded playground incidents involving disadvantaged pupils reduces compared with the previous year. • Pupil voice demonstrates that disadvantaged pupils feel safe, included and confident when interacting with their peers. • Staff identify and provide additional support for pupils who require help to develop social and collaborative skills.

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: £2,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Prioritised catch-up phonics and reading for bottom 20% and those at risk of falling behind. On-going training for staff.	Reading is a key determiner for academic success. Closing the reading gap leads to improved confidence, engagement and greater outcomes. Education Endowment Foundation. The Reading Framework – DfE.	1,2,4.
Continue to review the English curriculum, linked to The Writing Framework guidance, focusing the emphasis on building foundations of pencil control, handwriting and application of phonics from the start of Year R. Training for staff on key ideas within the framework. Review of timetabling to allow for daily handwriting and consistent dictation from early Years. Focus on the messages around the teaching of spelling. Review of sentence level teaching based on the Framework.	On 8th July 2025, the DfE published a new guidance document for schools 'The Writing Framework', which it says 'outlines a common approach to teaching writing based on evidence and existing good practice.' 1 The aim of the guidance is to help schools meet the expectations of writing in the National Curriculum for key stages 1 and 2, and the Early Years Foundation Stage (EYFS) statutory framework.	1,2,4,7

Review the teaching of reasoning, in light of weaknesses identified at the end of KS2, linked to children's language and interpretation skills, which can make it difficult for them to access reasoning questions. Embed the new Maths Fluency Overviews. Provide swift catch-up and overlearning where children are not keeping up with the fluency progression.	Using maths mastery techniques helps break the cycle of rote learning in mathematics**.** It provides children with the opportunity to grasp 'real' maths, empowering them with problem solving skills and a sense of achievement. Education Endowment Foundation National Centre for the Excellence in the Teaching of Mathematics.	1,2,4,7
Teaching and Learning focus on evidence-based strategies to support Quality First Teaching. Continue to embed strategies to ensure children know and remember more.	Supporting the Attainment of Disadvantaged Pupils (DFE, 2015) suggests high quality teaching as a key aspect of successful schools. Education Endowment Foundation OFSTED	1,2,4,7
Review of whole school learning environments to create sensory friendly classrooms and provide consistency for children across the school.	<u>Creating a Calm, Low Arousal Environment for SEN Pupils</u> In a study published in the Journal of Autism and Developmental Disorders, researchers found that children with ASD who experienced hyperarousal, or excessive reactions to stimuli, had more difficulty with social skills and communication. This illustrates why a low arousal environment can be particularly beneficial for these students.	1,2,4,7
School continue involvement in the Voice 21 oracy project and implement across the school. Training for LSA to become a specialist S&L LSA (£900 + cover)	Education Endowment Foundation supports oracy language interventions as a low cost, high impact intervention.	1,2,4,5,6,7
Develop provision for SEND/disadvantaged, ensuring quality first teaching and appropriate intervention to maximise progress. Training for SENCo and staff (£500 + cover)	Good practice in teaching children with SEN equals good practice in teaching all children. Research suggests that the greatest influence on educational and social outcomes for children with SEN is their classroom teacher.	1,2,4,5,6,7
Embed and broaden the early years play approach at breaktimes and lunchtimes.	Play Commission's Interim Report highlights the crucial role of play in children's development and well-being.	8,11,12.

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

Budgeted cost: £4,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implement a rigorous programme of 1:1/small group catch-up programme designed to meet the needs of individual children, prioritising phonics, reading, spelling and number fluency (inc. tables). 4x target children – daily- plus ongoing keep-up/catch-up.	Small group tuition teaching strategy from the EEF teacher toolkit. “The average impact of the small group tuition is four additional months’ progress, on average, over the course of a year.	1,2,4,7
Through both enhanced classroom provision and targeted teaching, ensure phonics catch up so that almost all pupils achieve Y1 standard. In KS2 implement training from the English Hub to support the development of fluency and stamina across KS2.	Reading is a key determiner for academic success. Closing the reading gap leads to improved confidence, engagement and greater outcomes. Automaticity in reading is essential to accessing the curriculum in KS3 and is a predictor of future success.	1,2,4,7
Implement the writing curriculum, focusing on foundational skills to ensure teaching identifies and addresses gaps in learning. Focus on improving spelling attainment through a phonic based spelling approach in Year 2, and RWI spelling in KS2. Embed the training on writing pedagogy, support for modelling and metacognition within the process. Review of writing units and text drivers.	Strong writing skills are essential to future success and learning as children move to the next stage of their education. Children need strong basic secretarial skills to be able to focus on the composition and content of their writing. OFSTED	1,2,4,7

Provide support for homework and home learning catch-up.	Homework strategy from the EEF teacher toolkit “Homework has a positive impact on average (+ 5 months).” Completion of homework makes children feel treated the same as other children.	1,2,3,4.
Ongoing training for staff on phonics, reading and spelling to ensure teaching is of highest quality	Reading is a key determiner for academic success. Closing the reading gap leads to improved confidence, engagement and greater outcomes.	1,2,4,8.
Use of number stacks catch-up programme where children are at risk of falling behind.	From a sample of 160 pupil results that were received, the average progress in Number Age was 9 months over an average time-period of 11 weeks. This means children progressed at over 3 times the expected rate.	1,2,3,5,7
Funding to provide specialist speech and language support from qualified therapist for those children waiting for or not meeting threshold for NHS support.	Education Endowment Foundation supports oracy language interventions as a low cost, high impact intervention.	5,6,7

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

Budgeted cost: £2,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
Toast Club & Parent Support Worker Involvement	Removing barriers to participation increases attendance.	8,12
Ensure PP pupils access and regularly attend clubs and events. Financial support for trips & residential visits. After-school clubs funded. Music tuition funded. Transport provided to extra-curricular opportunities.	“Findings from previous research suggest extracurricular activities are important in developing soft (especially social) skills as well as being associated with a range of other positive outcomes (e.g. achievement, attendance at school). We found from our analysis that extracurricular activities - specifically music classes and playing a wide range of sports – are important in predicting intentions to remain in education after compulsory schooling.” Social Mobility Commission research.	8,12
Equipment, uniform and subject supplies.	Removing potential barriers to participation increases attendance.	3,10

	Enables children to feel like they 'fit' and not feel different from their peers.	
Increase ELSA time and opportunities for supporting SEMH within and outside the classroom. Embed the Zones of Regulation.	The current statistics around mental health show that 1 in 4 people in the UK will experience a mental health problem each year (mind.org). Mental health issues are an increasing concern not only within adults but also children and young people Improving mental health raises self-esteem, self-confidence and leads to improved attendance and outcomes for learners	3,11
LSA to undertake a Level 5 Thrive qualification.	ImpactEd Evaluation Report 2026 | The Thrive Approach Positive impact on well-being, attendance and exclusions.	3,10,11
Improve family home school communication and relationships by supporting potential attendance barriers such as uniform, fuel and food hardship	Ensure parents of PP students feel safe and confident engaging with school. Home visits completed to engage the hard to reach. Teachers contact families to arrange appointments at all parent events. EEF Toolkit Parental Engagement suggests +3 months progress	3,6,10,11

Total budgeted cost: £10,000

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2025-26 academic year.

Spending and Review – 2025-26

Intended Outcomes	Outcomes
Improve pupil progress and outcomes for all and especially for key cohorts. Prioritise reading to ensure all disadvantaged children can read automatically and accurately by the end of Year 2.	**In 2026:** *There was one disadvantaged children in Reception – also has an EHCP and did not achieve GLD. *94.1% of children met the standard in the PSC – no disadvantaged children in this cohort. *One disadvantaged child in Year 2 who had to resit the test passed with 34/40. *Year 4 MTC – 1x disadvantaged children, who scored above National Average at 24/25. Reading SS for disadvantaged children across the school April 2026 (children in Year 2 – Year 6): Child 1 103 Child 2 117 Child 3 107 Child 4 85 (increased from 81 in Sept) 2/4 On Track for maths and ¾ on track for writing. No disadvantaged children in Year 6 in 2026.
Improve oracy skills and vocabulary among disadvantaged pupils.	Lesson drop-in observations and learning walks show that this is high profile in all classes. Teachers actively model oracy and language skills.

	Children spoken to can explain the different oracy strands and are beginning to use sentence stems in class. Children are able to talk about the key vocabulary they have been taught.
Embed the whole school Learning Partner initiative.	Learning partners are fully embedded in all classes. Discussions with children show that children find their Learning Partners a helpful tool to improve their learning outcomes. Lesson visits show Learning Partners are being used effectively across the school to support learning and progress.
PP attendance meets the school's attendance target of 96%	Progress has been made but target not met. 2025-26 attendance for PP children was 93.99%. This was 2.14% above national and a significant improvement on 86.2% last year. A range of strategies are being implemented to improve this and leadership time is available to ensure strategies can be effectively implemented. Strong focus of the FGB and school leaders. The role of the PSW has been further developed to support families to improve attendance. This remains a key area of concern and is a focus within our SIP.
Provide meaningful support for emotional health and well-being of children and families.	10.1% of children across the school have received ELSA support during the year with the majority being in Key Stage 2. Qualitative evidence from both children and parents is that these sessions have been very beneficial. The school ELSA hours increase by 50% to enable her to support more children and she has continued to have access to high-quality training through the EP service. All support staff received training from the EP.

	A workshop led by a clinical psychologist to support parents in managing anxiety was attended by 14 parents. A series of online sessions was offered to parents by PBS – attended by 6 families. Education around mental well-being forms a key element of our RHE curriculum and staff receive on-going training. The school continues to employs a PSW one afternoon a week to provide 1:1 support for families and has supported 6 families throughout the year.
Cultivate opportunities for enhancing 'cultural capital' through enrichment and experience in order to improve aspirations.	In 2025-26 the school has provided the following opportunities for children: Financial support to enable 4 children to attend the residential visit. One PP children in Year 5/6 attended the visit, one would not go despite the funding. Funding for 3 children to attend Cindy's Club. Funding for 4 children to undertake music lessons. Funding for other clubs including Dance, football and art clubs. Payment for a range of extra-curricular visits for children across all year groups. Purchase of books, lunchboxes and uniform for 2 families. Pizza making event at Bedales attended by four children. School staff have taught children to ride a bike following cultural capital survey. No child has missed out on an enrichment opportunity due to financial hardship.
Parents/carers of PP pupils are engaged in school, aware of their child's learning and understand how to support their child.	All parents who were unable to attend Parents' Evening received a follow-up telephone appointment. Regular workshop opportunities offered – need to target families to improve attendance. Parents are regularly invited into school – eg. Tea parties, share my learning, art galleries etc. Our new PSW has supported 6 families across the school.

Children are developing key skills of collaboration, co-operation, conflict resolution, communication and teamwork.	Monitoring and discussions with children show children are enjoying the new playground activities. CPOMs behaviour records identify a significant reduction in behaviour incidents at lunchtimes and playtimes. Monitoring of accident books show a reduction in injuries and accidents on the playground.