

Pupil premium strategy statement

Littlebourne Church of England Primary School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	102
Proportion (%) of pupil premium eligible pupils	37.2%
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)	2025/26 – 2028/29
Date this statement was published	January 2026
Date on which it will be reviewed	December 2026
Statement authorised by	Simon Hillier
Pupil premium lead	Emma Haybourne
Governor / Trustee lead	Rory Walker

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£51,510
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£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>	£51,510

Part A: Pupil premium strategy plan

Statement of intent

Ultimate objectives for disadvantaged (pupil premium) pupils at Littlebourne CEP School

- Close the attainment gap between disadvantaged pupils and their peers so that disadvantaged pupils achieve age-related expectations (ARE) and beyond in reading, writing and mathematics.
- Ensure disadvantaged pupils develop strong spoken language, vocabulary and reading fluency so they can access the full curriculum and improve outcomes in writing and comprehension.
- Improve disadvantaged pupils' attendance and reduce persistent absence so they access high-quality teaching and wider curriculum and pastoral opportunities.
- Increase disadvantaged pupils' access to cultural capital (experiences, trips, forest school, arts, music) so they develop knowledge and vocabulary that supports classroom learning and personal development.
- Reduce financial barriers to participation in before- and after-school provision so families can access wrap-around care that supports punctuality, attendance and social development.

How this strategy works towards those objectives

- Prioritise Tier 1: high-quality teaching (systematic phonics, vocabulary and talk-rich classrooms, staff CPD and curriculum clarity) so fewer disadvantaged pupils require intensive catch-up.
- Deliver Tier 2: targeted academic support (structured phonics keep-up, precision one-to-one interventions) closely aligned to classroom curriculum and assessment.
- Provide Tier 3: wider approaches to address non-academic barriers (attendance casework, subsidised breakfast club places, targeted family engagement, cultural capital funding) to increase time in school, wellbeing and readiness to learn.

Key principles of the strategy

- Evidence-led: we have chosen approaches proven to be effective for primary-aged disadvantaged pupils, emphasising EEF guidance (oral language, phonics, attendance and breakfast-club evidence) and the DfE Menu of Approaches /Tiered Model.
 - See core evidence references used in this strategy: EEF Oral Language Interventions, EEF Phonics, EEF attendance evidence, EEF Magic Breakfast evaluation, and the DfE/EEF Menu of Approaches brief ([Education Endowment Foundation: Oral language interventions](#), [Education Endowment Foundation: Phonics](#), [EEF evidence on attendance & attendance brief](#), [EEF Magic Breakfast project evaluation](#), [DfE/EEF Menu of Approaches evidence brief](#)).

- Whole-school alignment: activities will be embedded in the curriculum, linked to assessment and monitored through the school improvement cycle and governing-body oversight.
- Targeted & proportionate: universal, high-quality classroom practice first; additional targeted support for pupils with identified need, and intensive wider strategies for complex barriers (e.g., long-term poor attendance).
- Strong implementation: plan, train, monitor fidelity and adapt (use EEF A School's Guide to Implementation principles).
- Safeguarding and inclusion: interventions respect confidentiality and safeguarding; strategy supports personal development and wellbeing as per OFSTED priorities.

Funding has been prioritised according to the relative scale and impact of each barrier, with the largest proportion allocated to improving core teaching and early literacy, which evidence shows has the greatest long-term impact for disadvantaged pupils.

Challenges

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

Challenge number	Detail of challenge
1	Limited language acquisition and spoken vocabulary for a proportion of disadvantaged pupils — contributing to weak reading comprehension and low writing attainment (school data: pupil premium phonics pass 66%; writing: only 41% PP at expected standard; 59% below).
2	Gaps in early reading and phonics for some disadvantaged pupils (66% PP phonics pass rate) and inconsistent phonics/keep-up practice which hinders confident decoding and fluency.
3	Limited cultural capital and experiential knowledge for some disadvantaged pupils (limited access to trips, music, arts and forest-school-related opportunities) that reduces background knowledge and vocabulary needed to support reading and writing.
4	Poor attendance and high persistent absence among pupil premium pupils (PP attendance 90%; PP persistent absence rate 30%) — causing missed learning, social development and reduced access to interventions.
5	Financial barriers to accessing breakfast and after-school club provision for PP families — affecting punctuality, attendance, readiness to learn and opportunities for social/behavioural development.

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 spoken language, vocabulary and reading comprehension for PP pupils (address Challenge 1 & 3)	By the end of year, targeted PP groups show accelerated progress above in oral-language-linked measures (benchmarked against entry data). - Increase in PP reading comprehension scores: reduce proportion below ARE in reading from current level (school data: 30% below) by at least 30% within 12 months. Vocabulary checks (termly) show average PP vocabulary breadth increase (school tracking). Evidence base: EEF oral language interventions. (Education Endowment Foundation: Oral language interventions)
Secure phonics and early-reading skills for PP pupils (address Challenge 2)	Phonics screening pass for PP cohort increases from 66% to 85% within two years; first-year target: +10 percentage points (75%) through improved whole-class phonics teaching + targeted keep-up. Targeted keep-up sessions delivered 4–5 times/week for identified pupils with progress review every 6 weeks. Evidence base: EEF Phonics (Education Endowment Foundation: Phonics)
Increased PP access to cultural capital and curriculum-enriching experiences (address Challenge 3)	All PP pupils receive at least one subsidised educational visit each year. Teacher planning evidences explicit pre-teach vocabulary and post-visit retrieval tasks to link experience to curriculum knowledge; assessment shows improved application of new knowledge in writing tasks (termly monitoring). Evidence base: DfE/EEF Menu of Approaches on cultural capital/extracurricular benefits.
Improved attendance and reduced persistent absence for PP pupils (address Challenge 4 & 5)	Increase PP attendance from 90% to 95% over two years; first year targets: reduce PP persistent absence from 30% to 15%. Fewer missed sessions for PP pupils eligible for targeted attendance casework; earlier response (first day response for absences) and personalised

	attendance plans for persistent absentees. Evidence: EEF attendance guidance and evidence brief (promising parental engagement and responsive, personalised approaches). (Education Endowment Foundation: Attendance context/evidence brief)
Remove cost barriers for wrap-around care so PP pupils access clubs and are ready to learn (address Challenge 5)	Offer subsidised or funded breakfast places to PP families. Monitor take-up and impact on punctuality/attendance and expect measurable reductions in late arrivals and short-term absence. Positive feedback from families. Improved classroom behaviour/engagement metrics. Evidence - EEF Magic Breakfast evaluation shows improved behaviour and attendance and KS1 attainment gains where universal free breakfast clubs were provided. (EEF Magic Breakfast project evaluation)

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

Budgeted cost: £35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Retention of teaching and support staff to ensure smaller class size for Reception intake.	EEF: Reducing class size: “allows teachers to develop new skills and approaches” “increasing the amount of high quality feedback or 1:1 attention learners receive”	1,2,3,4
Further refinement of Little Wandle phonics scheme, with whole-staff training and half-termly	EEF: Phonics approaches are highly effective for early reading; systematic approaches + training + regular assessment are recommended.	2

assessment/keep-up model.	(Education Endowment Foundation: Phonics)	
Whole-school oral-language & vocabulary development programme: structured vocabulary planning linked to topic knowledge organisers.	EEF: Oral language interventions deliver high impact for low cost (+6 months average) and are particularly effective for disadvantaged pupils; talk-rich classrooms support reading comprehension and writing. (Education Endowment Foundation: Oral language interventions)	1,3
Implement termly subject knowledge organisers and retrieval practice tasks across the curriculum to build background knowledge and support long-term memory (linked to forest school/visits). Provide training in cognitive-science-informed strategies (spaced retrieval, low-stakes quizzing).	EEF guidance recommends curriculum sequencing, retrieval practice and knowledge-building to improve memory and transfer. (Menu doc / EEF A School's Guide to Implementation referenced in EEF pages). (DfE/EEF Menu of Approaches evidence brief)	3

Targeted academic support

Budgeted cost: £15000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted phonics keep-up: identify PP pupils below expected phonics levels via half-termly checks; deliver 4–5 sessions/week (small group or 1:1 depending on need) using SSP keep-up materials; track progress every 6 weeks.	EEF: Targeted, intensive phonics support (small group or 1:1) shows strong effects; regular sessions and frequent review are effective. (Education Endowment Foundation: Phonics)	2,1
Daily reading interventions for Y2-Y6 PP children	EEF: Oral language and reading comprehension strategies improve outcomes; targeted small-group work	1

	that links to curriculum is recommended. (Education Endowment Foundation: Oral language interventions)	
Structured writing curriculum improvements: use talk-to-text model (oracy to support composition), explicit sentence-level instruction and frequent assessment to measure progress.	EEF guidance on improving literacy highlights talking for writing, vocabulary and explicit teaching of sentence-level skills as effective techniques; oral-language evidence supports talk-to-text approach. (Education Endowment Foundation: Oral language interventions , Education Endowment Foundation: Phonics)	1
Strategic deployment of trained TAs to deliver targeted interventions under teacher direction (small groups, pre-teach and keep-up), with TA training and session plans.	DfE/EEF guidance: TAs can be effective when deployed to deliver evidence-based small-group interventions with clear teacher oversight and training (Making the Best Use of Teaching Assistants). (DfE/EEF Menu of Approaches evidence brief)	2

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

Budgeted cost: £1500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidised/priority breakfast-club places for PP pupils. Monitor attendance, punctuality and classroom behaviour impact.	EEF Magic Breakfast evaluation: school breakfast clubs improved attendance and behaviour; KS1 pupils in the evaluated programme made ~2 months' additional progress. EEF recommends schools consider free universal breakfast clubs for younger pupils where feasible. (EEF Magic Breakfast project evaluation)	5,4
Whole-school attendance strategy with early, personalised follow-up: first-day calling, home visits (by attendance lead), personalised	EEF attendance evidence: some promise for parental engagement (personalised letters/texts) and responsive, casework approaches; overall evidence is mixed but personalised, early work is recommended. (Education	4

<p>attendance plans, incentives (non-stigmatising) and partnership with families to address barriers (transport, health, routines). Use targeted parental engagement ('nudge' letters/texts) and responsive work with social services where needed.</p>	<p>Endowment Foundation: Attendance context & evidence brief</p>	
<p>Pastoral and SEMH support for PP pupils: continue/expand access to wellbeing warriors, nurture groups and referral routes to external counselling or social care where needed; use brief evidence-informed SEL approaches in class.</p>	<p>EEF: Social and emotional learning and targeted pastoral support can improve engagement and readiness to learn; attendance and attainment can benefit where barriers are non-academic. (Menu doc and EEF SEL guidance referenced in the Menu brief). (DfE/EEF Menu of Approaches evidence brief)</p>	<p>4</p>

Total budgeted cost: £51,510

Governor monitoring and evaluation

Governors monitor the pupil premium strategy and its effectiveness through a termly review with the headteacher against the success criteria stated, as well as annual external validation via the School Improvement Plan review. Adjustments are made where strategies are showing limited impact.

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

September 2024 – July 2025			
	Less than 6 steps of progress	6 steps of progress	More than 6 steps of progress
Reading – All	22%	55%	23%
Writing – All	35%	46%	19%
Maths – All	9%	70%	21%
Reading – PP	25%	59%	16%
Writing – PP	43%	40%	17%
Maths – PP	13%	72%	15%
Reading – Non PP	28%	61%	11%
Writing – Non PP	30%	51%	19%
Maths – Non PP	12%	75%	13%

Our PP children's outcomes this year have been strong, particularly in maths and reading. We recognise that PP outcomes in writing have been weaker than we would like, however this does follow a whole school trend and is not linked solely to their PP status.

Observations and work scrutiny show that our PP children are benefiting from a stronger curriculum that is rooted in knowledge acquisition. Children are benefitting from teachers having a clear understanding of what each child must know, as well as what children have learned in prior year groups. This has supported teachers to deliver higher quality teaching. The curriculum specificity has also enabled us to ensure our curriculum is right for our children – which in turn supports the PP children of Littlebourne to thrive.

Persistent absence among PP children remained high. Overall absence rate for PP children was 8.9%, with 41.2% of PP children classed as persistently absent. This compares to an absence rate of 7.1% for non-PP children, with 19.5% of non-PP

children classed as persistently absent. A focus on attendance of PP children will continue as we move into the new cycle.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium to fund in the previous academic year.

Programme	Provider
Little Wandle	Wandle Learning Trust
The Write-Stuff	Jane Considine
White Rose Maths	Trinity MAT
Zones of Regulation	