Pupil premium strategy statement 2025-2026

This statement details South Moreton 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 the pupil premium had within our school.

Our strategy for the allocation of Pupil Premium funding is intended to be balanced in line with best-practice 'tiered-approach' from the Education Endowment Foundation, with an emphasis on quality-first teaching. We also use principles from the Ofsted report 'Strong Foundations in the First Years of School' (2024) to ensure that all practice in our school targets the needs of our most disadvantaged pupils.

School overview

Detail	Data
School name	South Moreton School
Number of pupils in school	116
Proportion (%) of pupil premium eligible pupils	16.4% (19 Children)
Academic year/years that our current pupil premium strategy plan covers This document is a static version of the 2025-6 academic year.	2024-2025 to 2027-2028
Date this statement was published	November 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Cheryl Sanchez
Pupil premium lead	Jessica Higgins
Governor / Trustee lead	Veronica Gibbs

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£30,546.67
Recovery premium funding allocation this academic year	£ 0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£ 0

Part A: Pupil premium strategy plan

Statement of intent

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.

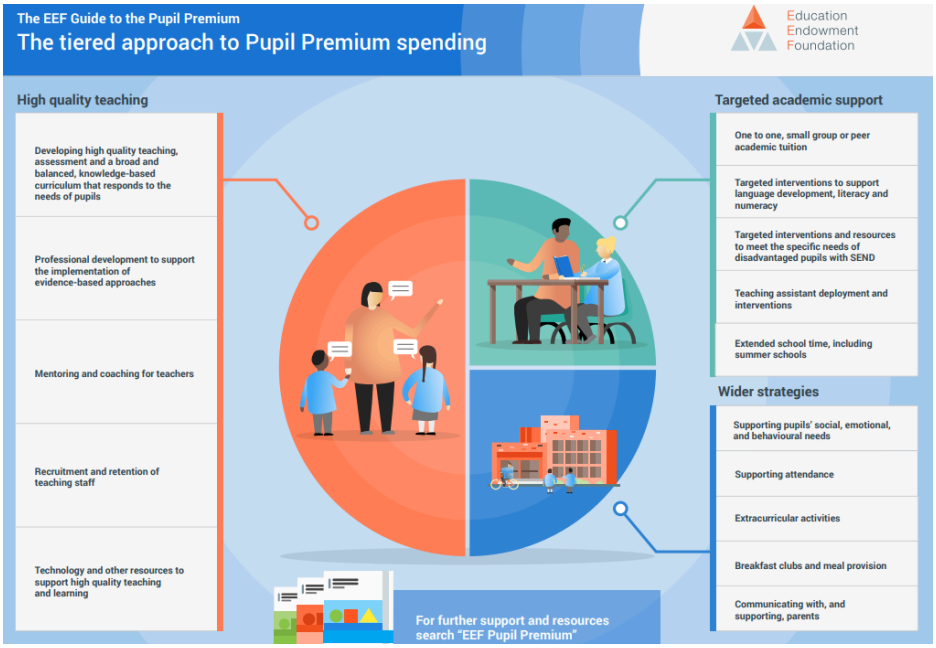
High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school.

Our strategy is also integral to wider school plans, such as our Emotional Literacy support for those who need emotional and social support, the use of our Educational Psychologist and our mental health and wellbeing programme.

Our approach will be responsive to identified challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils succeed. To ensure they are effective we will:

- ensure disadvantaged pupils are supported and challenged in the learning opportunities presented
- act early to intervene at the point that the need is identified
- ensure a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

We use the tiered approach to Pupil Premium spending from the Education Endowment Foundation to ensure our work is grounded in evidence and best practice.



We couple this with an in-depth knowledge of our disadvantaged pupils - their strengths and their needs - to best identify effective and impactful approaches to support.

Challenges

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

Challenge number	Detail of challenge
1	We wish to continue to narrow the gap between our PP children and non-PP children across reading, writing, and maths
2	As a group, disadvantaged children have a range of distinct and unique needs (including an overlap with unique SEND needs) which makes it harder to consistently address common issues
3	Disadvantaged children may require more carefully targeted, timely support to enable them to make good progress
4	Some disadvantaged children may struggle more socially and emotionally than their peers, affecting their readiness to access learning in school.
5	Difficulty in meeting the financial requirements of schooling further embed low self-esteem and confidence in disadvantaged families.
6	Families do not always know how to access support, or that there is support available to them, leaving difficulties unsupported, ultimately affecting pupils.
7	Attendance for particular disadvantaged children requires improvement and engagement.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan (3 years)**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
1	Use careful assessment and targeted quality-first teaching to support the needs of disadvantaged pupils across the curriculum, with a refined approach to adaptive teaching.
2	Disadvantaged children achieve in line with all pupils nationally and their peers in school. Their unique and distinct needs are reviewed regularly, and practice is adapted to suit.
3	Disadvantaged children in every year group have priority access to well-taught intervention, both structured and bespoke, including those intended to help them 'keep up, not catch up'. These are provided in a timely way, based on formative assessment of pupils' next steps. They can be delivered in class via quality-first teaching, or in small groups and 1:1 if necessary.
4	Pupil Premium children who are struggling socially and emotionally make progress in their specific area of need
5	Families are supported through a bespoke package to meet the financial requirements of schooling
6	Children and families experiencing difficulty can access support in a timely way, because they are confident in seeking advice or help from school. Children and families are confident to approach school to seek support.
7	Attendance improves for particular disadvantaged children. Attendance improves to at least national average (94.8% in 2024-25)

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: £15,000 (50%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
Embed quality-first teaching strategies to support progress in all subjects at all levels. ● Evidence-informed teaching practice (incl staff CPD and evaluation) ● Staff Growth Plans closely linked to support disadvantaged learners. ● TA CPD programme tightly aligned to support our disadvantaged children. ● Quality feedback ● Computing skills for delivery and learning ● Online safety teaching	Quality-first teaching is one of the most important strategies to improve learning outcomes for all pupils, particularly those eligible for PP, and boosting attainment in all areas (EEF). It is important that foundational knowledge is secured in Reception and KS1 and that gaps for disadvantaged children are minimised (Strong Foundations in the First Years of School, Ofsted 2024). Foundational knowledge includes executive functioning development. Continue to embed evidence-informed practice e.g. Rosenshine Principles of learning and the small step model to manage working memory and enhance	1,2, 4

• Rosenshine Principles to ensure learning is embedded into the long term memory for all our pupils. • Refining our adaptive teaching approach to support our most disadvantaged.	retention of knowledge. Continue to refine retrieval practice expertise and use of hinge questions. CPD closely aligned to support our disadvantaged children will ensure that teachers and TAs are upskilled to support our most vulnerable pupils. Headteacher 'train the trainer' leadership of adaptive teaching CPD will build additional expertise across the school.	
Develop technology and computing as a specialism of our curriculum, and as a strong model for inclusion at all levels of the school	Develop employable skills for the future, as a tool for learning across all aspects of future life Develop aspiration so that pupils can visualise their future lives and understand more about the learning needed to reach their goals Increase cultural capital by exposing children to cultural experiences and knowledge via digital technology that will propel them further in their education as global citizens. Cultural understanding is "essential knowledge that pupils need to be educated citizens" (Ofsted) whereas we know that disadvantaged pupils have less opportunity to develop this.	1,2
Further develop the wider curriculum, providing learning opportunities across a broad and balanced curriculum	"Children who begin school with the lowest starting points and those who start to fall behind are the most affected by weaknesses in curriculum, teaching and assessment", *Strong Foundations report.* Continue to develop the curriculum through regular focus and CPD. Ensuring that recommendations in the Strong Foundations report are a key part of practice in EYFS and KS1.	1,2

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

Budgeted cost: £7,750 (25%)

Activity	Evidence that supports this approach	Challenge number(s) addressed
1:1 support from teacher and TA	Several PP children need an individualised program of support in order to allow them to access the curriculum. Support is generally given within the classroom via adaptive teaching strategies. Some children may benefit from group or individual intervention programmes. Several of our PP children are also on the SEND register and need something that is additional or different. Standardised assessments, Wellcomm, observations, and conversations with teachers and pupils will help to track progress and develop next steps in reading and maths, and also in wellbeing/ behaviour for learning.	1,2,3
Maintain regular review of PP tracker to highlight delayed attainment, sense of self and children's strengths.		1,2,3
Use of standardised assessments to develop and track progress in line with delayed attainment outlined in PP tracker.		1,2,3
Profile to assess, implement and monitor areas of development and diagnostic need.		1,2,3
Training for intervention delivery and an inclusion culture for all: e.g ELSA,		1,2,3

Zones of Regulation, attachment principles, PACE TA CPD programme tightly aligned to support our disadvantaged pupils. TA training for apprentice and new staff		

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

Budgeted cost: £7500 (25%) plus additional costs above the limit of the accounted funding

Activity	Evidence that supports this approach	Challenge number(s) addressed
Forest School	The teaching style of Forest School allows for challenge and risk management outside the context of the academic classroom. This allows for development of these skills without the additional pressure of academic expectations. A £15000 grant to develop the Forest School area to include a shelter (grant that falls outside of the scope of funding.) This will support access to forest school, especially for SEND and vulnerable learners as the shelter provides more security and a safe base for learning.	1, 4
ELSA Support	1 x ELSA trained TA to provide 1:1 sessions on Emotional Literacy support. ELSA increases self-confidence, self-belief and metacognition which are key barriers for our disadvantaged pupils. *"Developing pupils' metacognitive knowledge of how they learn…is an effective way of improving pupil outcomes" (EEF metacognition research)*	1, 4
Educational Psychologist	42% of our pupil premium children have SEN and require the support from the Ed Psych for emotional and social needs, cognition and learning linked to EHCPs and classroom support	1, 4
Resilience and executive functioning teaching, including Zones of Regulation, Growth Mindset and Mental Health.	Zones of Regulation teaching supports executive functioning, a key aspect of foundational knowledge that is required from the earliest years of school (Strong Foundations) Zones of Regulation teaching is a key part of our SEND children's EHCPs. Executive functioning needs to be embedded as foundational knowledge for children in EYFS and KS1, especially disadvantaged pupils (Strong Foundations Report) *"Developing pupils' metacognitive knowledge of how they learn…is an effective way of improving pupil outcomes" (EEF metacognition research)*	1, 4
To increase pupil understanding of place as global citizens in the world.	As part of our whole school vision "The world for our children, our children for the world" PP children and all pupils will participate in global citizenship learning through a variety of activities such as Picture News and Lyfta. Continue to consider whole-world issues and encourage wider consideration of the issues we are facing to build knowledge of the wider world. Cultural capital is "essential knowledge that pupils need to be educated citizens" (Ofsted) whereas we know that disadvantaged pupils have less opportunity to develop this.	1, 4

Support for financial burden of schooling Continue to promote Extra-Curricular Clubs for children entitled to PPG	Our tracker identifies financial difficulties in particular areas. Our package supports uniform costs, trip costs and extra curricular club provision. Some of our children have limited opportunity to attend clubs and activities outside of school, so we have developed a strong extra-curricular programme for all to enjoy.	5
Support through mediation or other outside agencies.	At different times our PP families have needed additional support in order to maintain a supportive home environment and one that works alongside the school.	6
Take a zero tolerance approach to non-attendance and work with families to ensure attendance every day. Attendance is monitored through the tracker.	Children who attend school on time every day are known to make expected or accelerated progress across all curriculum areas. DfE research shows a *clear, incremental link* between each percentage point of attendance and the likelihood of achieving good qualifications. Even small improvements in attendance make a measurable difference.	7

Total budgeted cost: £30,546.67 *plus additional costs above the limit of the accounted funding*

Part B: Impact of spending for the above strategy in 2025-26

Outcomes for disadvantaged pupils

Over the last year, we have successfully implemented our Pupil Premium Strategy to improve outcomes for our disadvantaged pupils.

We identified specific challenges within our school and used evidence-based approaches, including quality first teaching and more tailored, targeted support. Our strategy also addressed wider barriers to learning, including resilience and mental health, and foundation executive functioning skills.

Successful monitoring of our Pupil Premium and working closely with families has created a fully inclusive environment to ensure all children thrive.

Core subject progress:

School data across year groups allows us to compare the progress of our disadvantaged pupils with non-disadvantaged peers. The school aims to close the gap for our disadvantaged pupils with most making expected or accelerated progress.

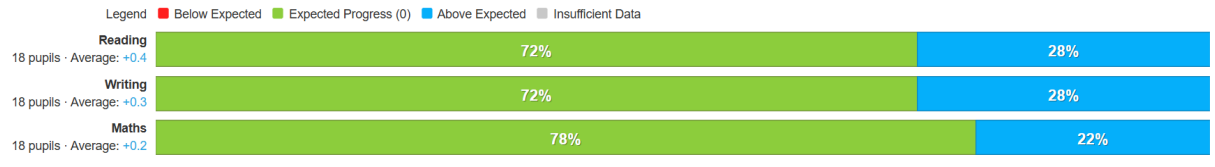
All pupils are continuously assessed in Reading, Writing and Maths with summative assessments taking place across the year in the Autumn, Spring and Summer terms. At the end of the Summer term, all children complete standardised tests in English and Mathematics.

Teachers conduct detailed analysis of data from these tests, and use it to identify strengths, areas for development, and next steps for each child. This supports us to identify targeted support where appropriate for our disadvantaged learners.

In Reading, 100% of our pupil premium children made expected or accelerated progress with a progress measure of +0.4.

In Writing, 100% of our pupil premium children made expected or accelerated progress with a progress measure of +0.3.

In Maths, 100% of our Pupil Premium children made expected or accelerated progress with a progress measure of +0.2.



33% of Pupil Premium are on the SEN register. Therefore, we track their progress more closely to ensure that progress is monitored carefully. This is detailed within children's SEND learning plans or within EHCPs, and is reviewed regularly with parents across the year.

We track Pupil Premium children more closely. We track their language comprehension using the Wellcomm assessment tool. Every child has a baseline assessment and where progress is not met then further interventions and assessments would take place at 3 points across the year. We also assess children's reading ages and track this at 3 points across the year alongside the Wellcomm assessment.

Statutory data:

Our statutory data is not statistically significant as it regards a very small number of children with highly individual barriers and needs. Curriculum outcomes and achievement across the school, including for disadvantaged learners, were graded as 'Strong' by Ofsted within the academic year. In KS2, 71% of our Pupil Premium cohort achieved the expected standard in Writing, and 43% achieved this standard in Reading and Maths (7 pupils). 1/3 of our PP cohort achieved the Phonics Check threshold (3 pupils). SEND barriers impacted the performance of many of these children, despite good progress from starting points.

Wider curriculum attainment:

Internal assessment data shows that our disadvantaged learners made expected or accelerated progress across the year in the wider curriculum across all subjects.

Personal Development and Targeted Support:

Our Personal Development provision was graded as 'Strong' by Ofsted within the academic year.

To ensure we have a holistic view of each of our disadvantaged learners, we monitor this cohort closely across the year via a personalised tracking overview. We update this regularly, noting attendance, wellbeing, delayed attainment gaps and strategies to close these, strengths and how we can celebrate these, the child's sense of self and strategies to encourage growth mindset and resilience. This ensures that teaching and support is tightly linked to the needs of our disadvantaged learners. We also track engagement in extra-curricular activities as part of our strategy to increase opportunity for our Pupil Premium learners. Last year, 77% of our Pupil Premium children enjoyed taking part in extra curricular opportunities offered by the school. Where this was not possible for transport reasons, we tracked closely other extra-curricular opportunities available for them with regards to sporting, learning musical instruments and in school activities.

Attendance

Attendance % for our disadvantaged pupils was 94.9% in 2025-26, above the National Average for all pupils of 94.7%. Our school was graded 'strong; for attendance by Ofsted within the academic year. We consider individual contexts when working to improve attendance and have good relationships with parents to do so. Where attendance becomes a concern, we follow careful steps to secure improvements.

Wider Strategies

As well as a main, continued focus across the year on Quality First Teaching, additional CPD has included PACE principles, attuned interaction, Zones of Regulation. In addition, Emotional Literacy Support sessions have also been successful at supporting children with emotional regulation in a targeted context.

We have used our Educational Psychologist to support us to ensure progress for those of our cohort with SEND. These provisions have supported our disadvantaged pupils with SEND to develop their social and emotional learning which have contributed to successful achievements within EHCPs at annual review.

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
Bug Club	Pearson
Zones of Regulation	Leah M Kuypers
Emotional Literacy Support training and supervision, Drawing and Talking	Educational Psychologist
NTS assessment tests	NTS

Service pupil premium funding £

For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year**
We spent our small amount of Service pupil premium funding on Emotional Literacy Support for children impacted by family circumstances directly linked to military posting.
The impact of that spending on service pupil premium eligible pupils
.The support helped the children to navigate change, feel heard and seen, develop identity and self-esteem, and allowed us to assess the need for wider intervention as appropriate.