

Pupil premium strategy statement: 2025-2026

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	Frieth CEC School
Number of pupils in school	184
Proportion (%) of pupil premium eligible pupils	6.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2026
Date this statement was published	01/09/2025
Date on which it will be reviewed	21/07/2026
Statement authorised by	Martin Gosling
Pupil premium lead	Louise Goodchild
Governor / Trustee lead	Jill Dean

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 18,130
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£18,130

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.

Objectives in spending PPG:

- To ensure the learning needs of all pupil premium pupils are being addressed through daily intervention and quality first support within classroom teaching and that emotional support is available where necessary.
- To provide daily feedback for pupil premium pupils, to ensure they are making at least good progress in reading, writing and maths. This has been identified by the Education Endowment Foundation as a low-cost but highly effective strategy for supporting pupil premium pupils and is based on extensive research.
- To provide ongoing emotional support for vulnerable pupils with an ELSA on site at all times.
- To continue to provide high-quality reading materials for disadvantaged pupils to keep in their homes.
- To enable disadvantaged children to attend school trips.
- To enable disadvantaged pupils to participate in before and after school clubs and wrap-around care.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among some of our disadvantaged pupils.
2	Data indicates that three pupils are currently working below the expected standard in maths.
3	Data indicates that two pupils are below the expected standard in reading.
4	Data indicates that five pupils are below the expected standard in writing.
5	Data indicates that two pupils are below the expected standard in reading, writing and maths.

6	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment. Teacher referrals for ELSA support continue to be high. Two PP pupils currently require additional support with social and emotional needs through attendance at small group or 1:1 ELSA sessions.
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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
LSA to provide support to identified disadvantaged pupils who have no SEN funding.	To ensure the learning needs of all pupil premium pupils are being addressed through daily intervention and quality first support within the classroom teaching and emotional support is available where necessary.
To provide daily feedback for pupil premium pupils, to ensure they are making at least good progress in reading, writing and maths.	Pupils A and B will be working at expected standard in reading, writing and maths by July 2026. Pupils C, D and E will be working at expected standard in writing by July 2026. Pupil C will also be working at the expected standard in maths by July 2026. All other pupil premium pupils will make 'good' progress in reading, writing and maths by summer term 2026.
ELSA support group work.	To provide ongoing emotional support for vulnerable pupils with an ELSA on site at all times.
Provision of reading materials to disadvantaged pupils to extend resources available in the home.	To continue to provide high quality reading material for disadvantaged pupils to keep in their homes.

Supporting disadvantaged children to attend school visits.	To enable disadvantaged children to attend school visits.
Supporting disadvantaged children to attend wraparound clubs and extra-curricular activities.	To enable disadvantaged pupils to participate in before and after school clubs.

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: £ *[insert amount]*

Activity	Evidence that supports this approach	Challenge number(s) addressed
N/A		

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

Budgeted cost: £

Activity	Evidence that supports this approach	Challenge number(s) addressed
LSA to provide support to identified disadvantaged pupils who have no SEN funding.	LSA 25 hours per week LSA rate BPS 10 (25 x £13.61) x 35 Planned expenditure: £11,908.75	1, 2, 3, 4, 5
To provide daily feedback for pupil premium pupils, to ensure they are making at least good progress in reading, writing and maths.	Providing feedback is well-evidenced as having high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve. Feedback can be effective during, immediately after and some time after learning. Studies of verbal	1, 2, 3, 4, 5

	feedback show slightly higher impacts overall (+7 months). (<i>Education Endowment Foundation</i>) LSA 7 hours per week LSA rate BPS 10 (7 x £13.61) x 35 Planned expenditure: £3,334.45	
ELSA support group work.	3.5 hour per week LSA rate BPS 10 (£13.61 x 3.5) x 38 Planned expenditure: £1,810.13	6

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

Budgeted cost: £948.40

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provision of reading materials to disadvantaged pupils to extend resources available in the home.	Storytime Magazine subscriptions 3 @ £10 per month Planned expenditure: £360 The Week Junior subscription 8 @ £1.30 per week Planned expenditure: £540.80	3, 4, 5
Supporting disadvantaged children to attend school visits.	School trip Planned expenditure: £100	4
Supporting disadvantaged children to attend wraparound clubs	2 x Rugby spring term subscription Expenditure: £120	4

and extra-curricular activities.	Subsidised Falcon's wraparound access	
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Total budgeted cost: £18, 174.13

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 2023 to 2024 academic year.

Evaluation of the 2024-2025 Intended Outcome Success Criteria:

1. To ensure the learning needs of all pupil premium pupils are being addressed through daily intervention and quality first support within the classroom teaching and emotional support is available where necessary.
The majority of pupil premium pupils made progress in reading, writing, and maths, with some achieving accelerated progress. Children achieving below expected levels continue to be a key focus for the current year.
Some pupils have been identified as working below the expected standard in reading, writing and maths and reducing this gap will be a focus for academic year 2025-2026.
2. Pupil A will be working at the expected standard in reading, writing and maths by July 2025.
Pupil A has been able to access the relevant year group curriculum, however, at the end of the 2024-2025 academic year, they were working towards the expected standard in reading, writing and maths.
Pupils B, C, D and E will be working at the expected standard in writing by July 2025.
All pupils were below the expected standard in writing at the end of the year. However, Pupils C and D did make expected progress in this area.
Pupils D, E and F will be working at expected standard in maths by July 2025. By the end of the academic year, Pupils D and I were at the expected standard for maths.
3. To provide ongoing emotional support for vulnerable pupils with an ELSA on site at all times.
Two pupil premium pupils have accessed regular ELSA support over the academic year 2024-2025.
4. To provide high quality reading material for disadvantaged pupils to keep in their homes.
All eligible pupils received either the Storytime magazine (EYFS/KS1) or The Week Junior (KS2).
5. To enable disadvantaged children to attend school visits.
All pupils were able to access and attend school visits/school workshops.
6. To enable disadvantaged pupils to participate in before and after school clubs.

Subsidised access to wrap-around care continued. Access to after-school clubs, including Kickboxing, Rugby and Gymnastics, continued.

Externally provided programmes

Programme	Provider
Kickboxing	Little Samurai
Rugby	Premier Education

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	LSA and teacher support was provided, as part of good quality first teaching.
What was the impact of that spending on service pupil premium eligible pupils?	Pupil made expected progress across the academic year and was at the expected standard in reading, writing and maths by summer 2025.

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.