

Pupil premium strategy statement 2025/2026 – Attleborough 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	364
Proportion (%) of pupil premium eligible pupils	23%
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)	2024/2025 2025/2026 2026/2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Fiona Milne
Pupil premium lead	Fiona Milne
Governor / Trustee lead	Penny Shepherd

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£113,625
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	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>	£113,625

Part A: Pupil premium strategy plan

Statement of intent

Attleborough Primary School is a two-form entry primary school. Our values are Achieve, Collaborate and Flourish. The school is in the market town of Attleborough which is located between Norwich and Thetford. We joined Sapientia Education Trust in April 2025.

When making decisions about using the Pupil Premium, it is important to consider the context of the school and the subsequent challenges faced. These are considered alongside EEF research. However, we do not make assumptions about the members of our school community who are disadvantaged; instead we look at the evidence before us and act accordingly.

At Attleborough Primary School, it is our intention that all pupils, irrespective of the challenges they face, achieve well, make good progress and flourish. We offer a wide range of rich experiences that promote enthusiasm for learning. For many children attending our school, we recognise that their experiences out of school can be limited and the help they receive with their education is impacted. We aim to provide them with opportunities to gain strong foundations that will lead them to be able to have positive outcomes in the future.

We will achieve this by:

- Ensuring there is high quality teaching and learning to improve outcomes for all children
- Ensure all pupils are able to read fluently, and with good understanding, to enable them to access the breadth of the curriculum
- Identifying barriers to learning and finding solutions to overcome these
- Monitoring attendance and providing guidance and support to any families in need, so that the attendance of their child improves
- Monitor wellbeing and provide support to meet individual needs
- Working closely with parents and families so they become more involved in their child's education
- Providing a range of wider opportunities

Challenges

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

Challenge number	Detail of challenge
1	Children who are in receipt of Pupil Premium do not achieve the same rate of progress and attainment as 'all' children in reading, writing and maths at the end of Key Stage 2.
2	Difference in cultural capital means that some children are not able to access wider opportunities outside of school.
3	Attendance of some of the PP families need to be improved.
4	Social, emotional and mental health
5	29% of our pupils in receipt of pupil premium also have SEN. 10% of children with SEN, and who are PP, have an EHCP. The attainment and progress of these children is lower than for children who are not disadvantaged and do not have SEN.

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
To narrow the progress and attainment gap between 'all' pupils and disadvantaged children in reading, writing and maths	End of Key Stage 2 national data shows the gap between all children and children in receipt of PP has narrowed.
To ensure children in receipt of pupil premium are accessing wider opportunities e.g. after school sports clubs, residential	More children in receipt of pupil premium attend after school clubs and residential visits.

All children have 'cultural capital' experiences	All pupils experience 'cultural capital' activities throughout the years, such as local and out of county educational visits (e.g. Norwich Castle, places of worship, Houses of Parliament, visits to London) as well as visitors to school.
To narrow the attendance gap	Attendance for children eligible for Pupil Premium is in line with whole school attendance
To achieve and sustain improved well-being for all children, particularly those who are disadvantaged or are vulnerable, in order to access learning	Improved levels of wellbeing, demonstrated by pupil voice and teacher observations.
To ensure we have adequate external and internal support for disadvantaged and vulnerable children, who also have SEN, to enable them to achieve the best possible outcomes.	Improved attainment and progress and good behaviour for learning demonstrated.

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 (for example, CPD, recruitment and retention)

Budgeted cost: £110,625

Activity	Evidence that supports this approach	Challenge number(s) addressed
The employment of appropriate high-quality teachers, and support staff, to accelerate learning in the classroom and provide targeted interventions across the school	Access to high quality teaching is the most important lever schools have to improve outcomes for their pupils. It is particularly important to ensure that when pupils are receiving support from a teaching assistant, this supplements teaching but does not reduce the amount of high quality interactions they have with their classroom teacher both in and out of class.	1,5

using high quality curriculum materials	Teaching and Learning Toolkit EEF (educationendowmentfoundation.org.uk)	
Little Wandle Letters and Sounds Revised	<p>Little Wandle Letters and Sounds is based on evidence from neuroscience, cognitive psychology and educational research thus promoting the basis for rapid automatic word recognition and fluent reading.</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p>	1,5
CPD for subject leaders to support the delivery of high-quality teaching, effective use of resources and improved standards of learning and achievement for all pupils. Subject leaders can support colleagues with adaptive resources for their curriculum area.	<p>EEF research states that high quality teaching improves pupils outcomes and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom. Teachers' CPD will have a direct impact on improving the academic achievements of disadvantaged pupils particularly in English and maths.</p> <p>Effective Professional Development EEF (educationendowmentfoundation.org.uk)</p>	1,5
CPD to improve teachers' and support staffs' understanding of the needs of children with specific learning difficulties.	<p>Previous training has proved to be effective. Staff remain upskilled and new staff are trained.</p> <p>CPD includes, deaf awareness, autism awareness, TEACCH, Step On and Step Up training.</p>	1,4,5
iPad and computers used to support interventions for targeted children.	<p>Technology is most effective when it is used to supplement or enhance teaching</p> <p>EEF Digital Technology Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	1,5
Prioritise reading	<p>Targeted interventions to improve outcomes in reading enabling pupils to access all areas of the curriculum.</p> <p>Reading comprehension strategies EEF (educationendowmentfoundation.org.uk)</p>	1,5

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

Budgeted cost: £3,241

Activity	Evidence that supports this approach	Challenge number(s) addressed
Identified pupils to attend Yr 6 Booster groups and Y1 phonics.	<p>The EEF toolkit identifies that smaller group teaching allows staff to change the way in which they teach by ensuring more high-quality interactions providing greater quality and quantity of feedback to individual pupils. Providing feedback is well evidenced and has a high impact on learning outcomes by providing specific information on how to improve.</p> <p>Extending school time EEF (educationendowmentfoundation.org.uk)</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	1,5
NTS assessments three times a year	<p>Testing identifies specific gaps in learning through Boost Insights</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>The PiXL Club - Home</p>	1,5
Little Wandle KS2 rapid catch-up resources	<p>For those children who cannot read at age related expectations, the rapid catch-up programme provides targeted support to enable children to access the curriculum and enjoy reading as soon as possible.</p> <p>Phonics EEF (educationendowmentfoundation.org.uk)</p>	1,5

Nessy for targeted English support	Nessy is a highly effective programme based on the science of reading. It is most effective for those who need additional support, especially those with dyslexia. Research Nessy	1,5
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £27,256

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral team (Senior Pastoral Lead and PSA) to support children in school with behaviour and support vulnerable families. Senior Pastoral Lead also tracks attendance	The pastoral team provides children and families with the support they require leading to improved relationships with school, support with attendance and home lives for the whole family. Improving Behaviour in Schools EEF (educationendowmentfoundation.org.uk) Parental engagement EEF (educationendowmentfoundation.org.uk)	1,3,4,5
Thrive programme to support children with improving mental health and wellbeing	EEF research shows that there is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life, in relation to physical mental health, school readiness and academic achievement, crime, employment and income. Improving Social and Emotional Learning in Primary Schools EEF (educationendowmentfoundation.org.uk)	1,4,5
External support e.g. The Benjamin Foundation		
Attendance - robust attendance monitoring to track low attendance and persistent non-attendance	Ofsted research and DfE publications highlight that pupils who have above 95% attendance achieve better outcomes.	3

	EEF Parental Engagement Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)	
Support with funding for wider curriculum/extra-curricular/school trips to ensure children have equal access to enrichment is essential to them feeling a part of the school community	EEF research shows that wider curricular activities can enhance academic outcomes as well as developing social skills and engagement. It has a positive impact on wellbeing and ensures all pupils have access to the same opportunities. Physical activity EEF (educationendowmentfoundation.org.uk)	2
Opportunities for parental engagement e.g. parent workshops in phonics, reading, writing and maths	Evidence suggests that parents play a crucial role in supporting their children's learning and level of parental engagement are consistently associated with better academic outcomes. EEF Parental Engagement Guidance Report.pdf (d2tic4wvo1iusb.cloudfront.net)	1,4,5

Total budgeted cost: £141,122

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Intended outcomes

1. To narrow the progress and attainment gap between 'all' pupils and disadvantaged children in reading, writing and maths

Year 1 Phonics % (<i>number of pupils</i>)			
School FSM	National FSM	School 'All pupils'	National 'All pupils'
40	67	76	80

In 2025, 17% of the Yr 1 cohort were in receipt of PP (10 children). 20% of children in receipt of PP had SEN (an EHCP). 20% of the children in receipt of PP, who didn't pass, joined the school in the summer term 2025. Of those children in receipt of PP, and who did not have SEN and had been with us since the beginning of Yr 1, 67% (4 out of 6 children) passed.

	School Disadvantaged	National Disadvantaged	School 'Non disadvantaged'	National 'Non Disadvantaged'
<i>Number of pupils in cohort</i>	14		46	
Combined R,W,M exp	43	47	61	69
<i>Combined R, W, M exc</i>	0	4	7	11
Reading - expected	50	63	76	81
<i>Reading – greater depth</i>	37	21	28	39
Writing - expected	50	59	78	78
<i>Writing – greater depth</i>	0	7	13	16
Maths - expected	64	61	67	80
<i>Maths – greater depth</i>	21	15	30	32

In 2025, 23% of the Year 6 cohort were in receipt of Pupil Premium. 50% of children in receipt of Pupil Premium had SEN, 21% had EAL and 14% were in all three groups (PP, EAL and SEN). APS pupils in receipt of PP were above the national disadvantaged average in reading greater depth, maths 'expected' and maths 'greater depth'. They were below the national disadvantaged average, most

notably, in reading 'expected' and writing 'expected'. They were 4% below the national disadvantaged for both combined expected and combined greater depth.

Intended outcome 2: To ensure children in receipt of pupil premium are accessing wider opportunities e.g. after school sports clubs, residential

We offer financial assistance for educational visits for pupils in receipt of pupil premium. This helps to remove the financial barrier for children to attend residential. We track the take up of after school clubs for children in receipt of PP.

Intended outcome 3: To narrow the attendance gap

The whole school attendance for 2024/25 was 94.5%. The national average was 94.8%. Attendance for FSM pupils was 89.5% compared with national FSM 92.2%. No FSM *school* = 95.9% compared with No FSM *national* 95.8%

Intended outcome 4: To achieve and sustain improved well-being for all children, particularly those who are disadvantaged or vulnerable, in order to access learning

In September 2024, we expanded the pastoral team. We now have a Senior Pastoral Lead and a Pastoral Support Assistant.

Our 2024 Ofsted report states: '*The school provides high quality pastoral support. All pupils know who to speak to if they have worries.*' The school has two Thrive trained practitioners and Lego therapy trained TAs. We buy in external support from the Benjamin Foundation. The Senior Pastoral Lead supports parents with Early help. She also liaises with the Early Years and Family Service and the DWP Supporting Families Employment Advisor to support parents.

Intended outcome 5: To ensure we have adequate external and internal support for disadvantaged and vulnerable children, who also have SEN, to enable them to achieve the best possible outcomes.

From the summer term 2024, APS had a full-time SENCO. Previously the SENCO was shared across the federation. The SENCO and Senior Pastoral Lead have liaised with various outside agencies including the NCC Send and Inclusion Team, APs and SRBS in order to secure support for identified children. From September 2024, separate Pupil Progress meetings for pupils with SEN were timetabled in order to carefully track these pupils and to implement strategies to support with progress.

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 Letters and Sounds Revised	
Nessy	
Thrive	