

The Michael Syddall CE (Aided) Primary School

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium for the academic year 2025 – 2026 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

	Number	Percentage of school population
Total number of pupils	81	53%
FSM(including Ever 6 & LAC)	41	27%
Service (and Ever Service)	40	26%

DISADVANTAGED PUPILS	DATA SET FOR 2025-2026
Pupils in school	153
Proportion of Pupil Premium in total	53%
Proportion of disadvantaged pupils (including FSM,F6,LAC)	27%
*Pupil premium allocation this academic year (FSM,F6,LAC)	£62115
Proportion of service pupils (including Ever Service)	26%
Pupil premium allocation this academic year (Service)	£14000
Recovery Premium funding allocation this academic year	
Academic year or years covered by statement	Dec 2025 – Dec 2026
Publish date	January 2026
Review date	December 2026
Statement authorised by	Robert Knowles
Pupil Premium Lead	Alison McHarg
Governor lead	Cllr Carl Les
Total Pupil Premium	£76115

Disadvantaged outcomes

Measure (Expected or >)	Score Disadvantaged (9 pupils – 2 SEND 1 EHCP)	Score Service (6 pupils)
Reading	56%	100%
Writing	66%	100%
Maths	56%	100%

Part A: Pupil premium strategy plan

Statement of intent

- As a school taking a longer term approach to our strategic plan for Pupil Premium – statement of intent.
- All stakeholders are committed to making a positive impact and difference to the longer term learning and life chances of all our pupils particularly those who are disadvantaged.
- Our intent is to ensure we remove barriers to learning and equally have a focus on pupil wellbeing, mental health, social and physical development.
- We endeavour to accurately identify priorities within our school context, allocate funding strategically to make a real difference to our disadvantaged pupils, removing barriers to diminish any gaps academically, socially or otherwise.
- Our overall key vision/objectives centres around all our disadvantaged pupils:
 - *receiving high quality education*
 - *experiencing a broad and engaging curriculum*
 - *participating in experiences/opportunities they wouldn't ordinarily have*
 - *appropriate, effective and timely support/intervention as required*
- As a school it is our aim to set clear intended outcomes, to implement these by carrying out clear action, to precisely monitor the impact and swiftly evaluate, review and amend accordingly to ensure our intent is achieved.
- Although our approach is focused on planned intentions, as a school we must be flexible to the demands of events, situations and individuals as they may arise.

Challenges

The key challenges to achievement that we have identified among our disadvantaged pupils.

Challenge	Detail of challenge
1	Attendance at school Historically attendance a barrier and on from pandemic – do some parents have the mind-set of school is a choice?
2	Social, Emotional, Physical and Mental Health How pupils feel about themselves/learning Wider family struggles these have got worse with the cost of living crisis (financial, confined, social contact)
3	'Gaps in Learning' Inconsistent teaching/learning for some individuals (mobility – new into our school) A significant number of pupils are falling behind age related expectations in core skills – reading, writing and maths. Our youngest pupils have poor language skills, including limited vocabulary and struggle to communicate and interact appropriately
4	Mobility

	Pupil movement as a result of military movement. Ensuring pitch of levels/abilities/gaps is accurate
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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
To improve all learners attendance at school and value education/wider opportunities provided.	<ul style="list-style-type: none"> - Attendance of PP pupils is in line with national at 96% - Pupils want to come to school every day. - Reduction in persistent absenteeism. - Parents/carers work closely with school staff to overcome any barriers to attendance.
Improve our school communities social, emotional, physical and mental health. Pupils feel happy, safe and secure, they have established routines and know who they can talk to including what strategies they can use for support.	<ul style="list-style-type: none"> - School community in terms of pupils, parents, staff and governors enjoy, are engaged in life of school. - Evidence suggests whole school community have good levels of SEMH. - School community recognise this is a continuum but have the signposts of who, where and how can get support when it is needed. - Pastoral Wellbeing Mentor continues to make a difference to the lives of all pupils especially our pupil premium pupils. - Good physical, social and mental health is promoted including being active, talking about their thoughts and feelings and staying safe on line. - Pupils have the strategies, skills and know who to talk to about their feelings, emotions and worries.
All learners are achieving their very best and catching up/exceeding national benchmarks/ARE. Strive to diminish the gap between disadvantaged pupils and their peers in reading, writing and maths.	<ul style="list-style-type: none"> - All learners are achieving their full potential. - All pupils receive high quality first teaching. - All staff hold high expectations and are implementing consistent approaches - Through accurate assessments, gaps are clearly identified, swiftly addressed and eliminated. - Any interventions are purposeful and are having a positive impact for groups/individuals. - Disadvantaged pupils make equal or better progress than their peers.
Pupil mobility is not a barrier to learning or at the very least reduced.	<ul style="list-style-type: none"> - Practices are embed to identify where new pupils are, actions put in place to support and accelerate their learning and this is monitored as a matter of course.

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: £25000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>High Quality Teaching Developing high quality teaching, assessment, approaches and a curriculum which responds to needs of pupils - CPD (all staff ECT/Early Career)</p> <p>Resources Assessment Materials/Data Analysis (PIXL and Insight)</p> <p>Working with English Hub – following Little Wandle for Early Reading and phonics and having further training</p> <p>Technology to support high quality teaching and learning Apps/programmes that can be used in school and home – TTRS, Spelling Shed, E books (Little Wandle)</p>	<p>DFEE's guidance based on NFER research identified as a characteristic of most successful schools; Leaders focusing on Quality First Teaching for all, <i>'where consistently high standards are set, hold high expectations of all, monitoring performance, tailoring teaching & learning to suit pupils and sharing best practice.'</i></p> <p>Embedding a systematic approach to teaching of reading, phonics/spelling will impact positively on outcomes.</p> <p>EEF consistent approach to phonics is at low cost, high impact.</p> <p>EEF In order to support pupils who have fallen behind furthest, structured interventions, which may also be delivered one to one or in small groups, are likely to be necessary.</p> <p>EEF - Improving CLL in Early Years - prioritise the development of communication and language.</p>	<p>2 3</p>

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

Budgeted cost: £25000

Activity <small>(from Using Pupil Premium Guidance for School Leaders March 2022)</small>	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted Academic Support Tailored interventions based on classroom teaching and pupils needs for disadvantaged pupils who are falling behind their peers. (eg on advice of Learning Hub – Individual Literacy Skills, Sp&L programmes)</p> <p>Interventions - core curriculum areas – particularly early reading/phonics (this includes for example Little Wandle Phonics Programme) Reading Squads, Phonics Catch Up, working with the English Hub)</p> <p>Focus on lower 20% readers at KS2</p> <p>TA deployment according to needs and to ensure quality first teaching/provision is most effective. This is also reviewed and will be changed accordingly.</p> <p>Small group tuition opportunity for all Y6 pupils to diminish gaps and get them secondary ready.</p>	<p>Recognised through research (EEF) merely having more adults not the solution without ensuring their input is focused to allow individual needs to be met highly effectively.</p> <p>Maximising use of TAS and ensuring all staff deployed effectively. Therefore ensuring staff have appropriate CPD and purposeful interventions is critical to maximise progress and achievements.</p> <p>EEF – Improving Literacy in FS/KS1 Develop pupils speaking and listening skills and wider understanding of language – activities which extend pupils spoken and receptive vocabulary.</p> <p>EEF – Improve CLL in FS Prioritise the development of communication and language.</p> <p>Pixel Assessment will immediately inform teachers of abilities/to ensure no time is wasted in meeting their needs, having an accurate understanding of their learning and next steps.</p> <p>DFE advise tuition is most beneficial when it is explicitly linked to classroom teaching and pupil's specific needs.</p>	<p>2</p> <p>3</p> <p>4</p>

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

Budgeted cost: £11115

Activity	Evidence that supports this approach	Challenge number(s) addressed
Wider Strategies Through the work of our Pastoral Wellbeing Mentor provide 1 to 1 or small group structure and tailored intervention for disadvantaged pupils and this will often involve work/support for their parents, to improve attendance and support SEMH.	<p>Survey by Young Minds (January 2021) their research found a quarter of 5-16 year olds have disrupted sleep which impacts on their mental health.</p> <p>Working together to improve school attendance DFE (May 22)</p> <p>Improving attendance is everyone's business. The barriers to accessing education are wide and complex, both within and beyond the school gates, and are often specific to individual pupils and families. The foundation of securing good attendance is that school is a calm, orderly, safe, and supportive environment where all pupils want to be and are keen and ready to learn.</p>	<p>1</p> <p>2</p> <p>3</p> <p>4</p>
Extracurricular activities, including sports, outdoor activities, arts, culture and trips.	Achieving good attendance levels is a challenge but as this recent DFE document outlines SEMH, behaviour, opportunities for pupils, wrap around care and above all supporting parents are the foundations for good attendance. This must be a high priority for our school.	
Breakfast clubs/after school	DFEE's (Nov 2015) highlight addressing behaviour and attendance and having effective strategies in place to follow up lack of attendance has a positive longer term impact. System in place ensures PP pupils' under constant review.	
Subsidised wrap around care, seeking other funding streams alongside use of pupil premium for holiday clubs and snacks at break time including KS2. Run a small food bank for community.	<p>When children attend school regularly without constant breaks, they make more progress. Evidence shows that children who attend school make better friendships, take more ownership in their learning and are more confident.</p> <p>DFEE highlighted NFER research - More successful schools make sure they have really effective behaviour strategies: communicating simple, clear rules and training all staff in behaviour management. They also have strong social and emotional support strategies to help pupils in need of additional support, including through working with their families.</p>	
Increased participation and engagement in clubs, physical activity as a whole.	Sport England produced a report, 'Active Lives – Children and Young People Survey,' (January 2021) Research shows levels of activity have decreased in young people over the last 12 months, this has an impact on mental and physical health and has a detrimental impact on the capacity to learn.	

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Intended Outcomes 2024-2025
To improve all learners attendance at school and value education/wider opportunities provided. <ul style="list-style-type: none">➤ <i>Attendance of learners has continued to improve over the last 12 months, it was 96.5% for the school year 2023-2024.</i>
Improve our school communities social, emotional, physical and mental health. Pupils feel happy, safe and secure, they have established routines and know who they can talk to including what strategies they can use for support. <ul style="list-style-type: none">➤ <i>Pupils, parents and carers comments and feedback are exceptionally positive about school.</i>➤ <i>Through pupil voice and external monitoring by NYC pupils clearly who they can talk to, how to get different support.</i>➤ <i>Older pupils further comments on who they can turn to for advice and support when they are not at school such as ChildLine.</i>
All learners are achieving their very best and catching up/exceeding national benchmarks/ARE. Strive to diminish the gap between disadvantaged pupils and their peers in reading, writing and maths. <ul style="list-style-type: none">➤ <i>School external and internal data is in line or above all benchmarks national and at local level.</i>
Pupil mobility is not a barrier to learning or at the very least reduced. <ul style="list-style-type: none">➤ <i>Systems in place to establish when pupils are when they start with us, monitoring progress and identify any gaps in learning.</i>➤ <i>Often support required is not necessarily academic, it can be social and emotional. As appropriate pupils are given support and parents are signposted to additional services as required.</i>

Externally provided programmes

Programme	Provider
Little Wandle	Little Wandle Letters & Sounds Revised
Spelling Shed	Ed Shed
Pobble	Pobble Education Ltd
Insight Tracking	Insight (Equin Ltd)
Pixel	Partners in Excellence (Pixel Club Ltd)
Seesaw	Seesaw Ltd
Tapestry	Tapestry Online Learning Journal
Timestables Rockstars	Maths Circle Ltd
Mathletics	3P Learning
Rising Stars	Hodder & Stoughton
Teach Active	Teach Active Ltd

Service pupil premium funding

Measure	Details Received - £14000 Service Premium
How did you spend your service pupil premium allocation last academic year?	Contributes to TA support/PWM Syddall Soldiers Club Contributes to clubs/trips and wider opportunities
What was the impact of that spending on service pupil premium eligible pupils?	Pupils supported with learning, activities in school and beyond the school day. Service pupils supported in school and in the wider community by having points of contact in school to support them pastorally and academically. Positive impact through Syddall Soldiers and liaison between service families. Wrap around costs kept to a minimum through allocating funding.

Further information (optional)

We have a high proportion of pupils accessing pupil premium including disadvantaged and service. We endeavour to be inclusive and provide opportunities for all. These opportunities include:

- Wrap around care at a competitive rate compared to other local providers.
- A range of clubs/activities open to all after school.
- Syddall Soldiers and Homework club
- A focus as a school on being physically active and personal mental health.
- Older pupils have responsibilities and run clubs for younger pupils.
- Opportunities to represent the school at competitions even through the pandemic and taken part in virtual competitions.