

Freeland CE Primary School

Pupil premium strategy statement



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	Freeland CE Primary School
Number of pupils in school	123 including Nursery
Proportion (%) of pupil premium eligible pupils	7 (8.6%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	22/11/2024 Updated 28.10.2025 Updated 1.10.2026
Date on which it will be reviewed	Sept 25 Sept 26 Sept 27
Statement authorised by	Sarah Nickelson (from April 2025)
Pupil premium lead	Sarah Nickelson(from April 2025)
Governor / Trustee lead	Sophie Dawes

Funding overview (based on previous school year census with 2 pupils entitled to Pupil Premium)

Detail	Amount
Pupil premium funding allocation this academic year	PPM Funding per child £1550 x 5 = £7750 EYPP Total Academic year 2026-2027: £1,311
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	£9,061
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Externally provided programmes

Programme	Provider
Primarywise	PiXL
ARCH	ARCH
School Readers	School Readers
Spelling Shed	Ed Shed
Times Tables Rock Stars	TTRS
Literacy Shed	Ed Shed

Part A: Pupil premium strategy plan

Statement of intent

At Freeland CE Primary School we have high aspirations for all of our children. Our Christian vision, rooted in the parable of the mustard seed, is at the heart of all we do and inspires us to enable all our children to flourish. Pupil Premium funding can help this to become a reality.

***'Great things come from small beginnings,
'Know your roots, Branch out, Fly High'***

***We are a Community where
every member, from the tiniest seed to the fullest tree, is nurtured and cared for.
Everyone can flourish and be ready to fly the nest and soar high.
We come together to grow, learn, love and be loved.***

PARABLE OF THE MUSTARD SEED (Matthew 15 v 31-32)

"The kingdom of heaven is like a mustard seed, which a man took and planted in his field. Though it is the smallest of all seeds, yet when it grows, it is the largest of garden plants and becomes a tree, so that the birds come and perch in its branches."

Our aim is to enable our disadvantaged pupils to catch up any learning gaps during the academic year. We want them to have experiences and knowledge that prepares them for the next step in their education and their future life. Our disadvantaged pupils will be a focus in developing their self-confidence and emotional regulation in order that they can access learning successfully and achieve their full potential. We also aim to work in partnership with parents/carers to support children with their learning and equip parents/carers with the necessary skills and knowledge to do this.

Challenges

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

Challenge number	Detail of challenge
1	Poor social and emotional intelligence and attachment/trauma issues for some children.
2	Low levels of literacy skills which leads to limited progress.
3	Poor access to life enriching experiences.
4	Difficulty of parents to support their child/ren at home with their learning.

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 develop emotional literacy in pupils so that they can have increased self-esteem and self-worth and manage emotions effectively.	QCA behaviour assessments will show an improvement from the baseline. Target Tracker data will show that children will make good or better progress from their starting point. Children will be able to talk about their feelings and manage them using a personalised Zones of Regulation toolkit.
In three years time to diminish the gap between the disadvantaged and non-disadvantaged, so that more are in line with ARE.	The gap will close between PP and non PP in reading, writing and maths.
Through careful assessment, teachers will identify gaps in children's learning and provide precision teaching to allow pupils to catch up on learning gaps.	PIXL assessments at each assessment point will show precision teaching is plugging gaps in knowledge effectively and children are making good progress towards age related expectations.
To engage parents/carers in supporting their child with homework, particularly reading to allow them to meet age related expectations.	PIXL assessments will demonstrate accelerated progress in reading.

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: £ 5000.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
To improve the quality of education provided for all pupils through bespoke CPD and training; identified through monitoring, learning walks and Developmental Drop Ins.	Teachers are effectively meeting the needs of PP pupils within all lessons. PP pupils are making progress to close the gap between PP and non PP.	2,3

To improve the teaching of reading, writing and maths across the school through CPD, resources and monitoring. To embed Feedback policy to ensure high quality feedback equates to accelerated progress for all pupils. To purchase Ed Shed to use Spelling Shed and Literacy Shed for teaching of spelling and guided reading To purchase Times Tables Rock Stars to improve rapid recall of multiplication tables	PP pupils will attain in-line with their peers in reading, writing and maths. EEF 1. Providing feedback is well-evidenced and has a 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. Feedback policies should not over specify the frequency of feedback 3. Feedback can come from a variety of sources – studies have shown positive effects of feedback from teachers and peers. Feedback delivered by digital technology also has positive effects (albeit slightly lower than the overall average). 4. Different methods of feedback delivery can be effective and feedback should not be limited exclusively to written marking. Studies of verbal feedback show slightly higher impacts overall (+7 months). Written marking may play one part of an effective feedback strategy – but it is crucial to monitor impacts on staff workload. 5. It is important to give feedback when things are correct – not just when they are incorrect. High-quality feedback may focus on a task, subject, and self-regulation strategies.	2,3 2,3
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PIXL approach to diagnostic assessments to allow teachers to plan targeted small group 'therapies' to plug gaps in knowledge. (subscription to PIXL) £2000 CPD to develop new teachers' understanding of using PiXL to diagnose gaps and plan precision teaching to plug gaps. TA's trained in using PIXL to use appropriate 'therapies' to support pupils in plugging gaps in learning in reading, writing and maths.	EEF - Small group tuition has an average impact of four months' additional progress over the course of a year. - Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support	2,3
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £ 500

Activity	Evidence that supports this approach	Challenge number(s) addressed
ARCh (Assisted Reading for Children) 1 trained volunteers to read with 3 identified pupils from across the school each term.(18 children a year) £150	EEF Reading comprehension strategies are high impact on average +6 months. This strategy also focuses on pupils well being and developing their self esteem.	1,2,3
Parent/child reading workshops to engage and support parents in how to support their children in learning to read.	EEF Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage with all parents to avoid widening attainment gaps	5
Y6 Booster sessions after school in Spelling, Reading and Maths taught by class teachers using PIXL QLA's to inform teaching. £200	EEF 1. Small group tuition has an average impact of four months' additional progress over the course of a year. 2. Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support	2,3
Makaton skills and resources to support staff and identified children with S & L needs.	EEF 1. Communication and language approaches typically have a very high impact and increase young children's learning by 7 months. 2. Staff are very likely to benefit from training and professional development to use programmes and approaches successfully.	2

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

Budgeted cost: £2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supervision costs for ELSA to provide weekly sessions for children across the school £500	EEF (+5 months progress over a year) Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.	1
Zones of Regulation intervention by trained TA.	As above	1
Paying for trips and residential	EEF evidence highlights the importance of ensuring disadvantaged pupils have access to a rich range of experiences. Participation in arts, physical activity and carefully planned enrichment opportunities can support children's engagement, wellbeing, confidence, self-regulation and wider development. Some approaches, particularly arts participation and physical activity, are also associated with positive academic outcomes. We will therefore use part of our EYPP/Pupil Premium funding to remove financial barriers and ensure disadvantaged children are able to access high-quality enrichment opportunities alongside evidence-informed approaches to improving teaching and learning.	3

Total budgeted cost: £7500

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 2024 to 2025 academic year.

Whole School Data

EYFS – Good Level of Development

92% achieved GLD at the end of reception.(0 pupils entitled to Pupil Premium Grant)
Zones of regulation was used in reception to support pupils talking about their emotions and developing strategies to self-regulate.
All staff were provided with continued access to Little Wandle CPD to enable them to deliver high quality phonics and reading sessions.
'Keep Up' Little Wandle intervention supported pupils to make good progress with their phonics learning.
Wellcomm was used to assess and catch up pupils with communication and language difficulties.

Year 1 phonics screening check

78% of children passed the Y1 phonics screening in 2026. (1 pupil entitled to Pupil Premium Grant - failed screening)
All staff were provided with continued access to CPD in Little Wandle to enable them to deliver high quality phonics and reading sessions.

Year 4 Multiplication Check

1 pupil entitled to Pupil Premium - 1 child achieved 17 out of 25

End of KS2 SATS

	Reading			Maths			Writing	
	AS or HS	HS	Av. Sc. Sc.	AS or HS	HS	Av. Sc. Sc.	AS or HS	HS
All pupils	83%	25%	105.58	100%	33%	106.17	83%	17%
Pupil Premium (1)	100%	0	104.0	100%	0	101	100%	0

PIXL has supported the teachers to identify gaps in learning and precisely teach to the gaps increasing progress.

ELSA has supported children emotionally to develop strategies for coping and improving their wellbeing which has impacted their academic progress.

Booster sessions were a key factor in ensuring children needing extra support were offered this, which impacted their progress.

ARCh has supported children across KS2 who have benefitted from the 1:1 support with reading as well as the pastoral support this offers.

1:1 tutoring had high impact for KS2 children.