

Pupil premium strategy statement

Vicky Wittich 15/7/26
CEG

This statement details our school's planned use of pupil premium (and recovery premium for the 2025 to 2026 academic year) 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	Reed First School
Number of pupils in school	61 (54 exc nursery)
Proportion (%) of pupil premium eligible pupils	3 pupils Year R – Year 4 5.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023 - 2026
Date this statement was published	29 th June 2026
Date on which it will be reviewed	October 2026
Statement authorised by	
Pupil premium lead	Vicky Wittich
Governor lead	Charlotte Eeles

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£5920
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	£5920

Part A: Pupil premium strategy plan

Statement of intent

At Reed First School, our ultimate objectives for your disadvantaged pupils:

- To ensure all children have equal opportunities
- To support all pupils to succeed in life and develop life skills
- To ensure disadvantaged pupils achieve the same outcomes as their peers
- To ensure all pupils are listened to and supported

Our current pupil premium strategy plan is working towards achieving those objectives through:

- Focused curriculum and high quality teaching
- Weekly Nurture sessions to support mental health and raise attendance
- Use of art and music therapists
- Investment in CPD for leaders to develop the use of metacognition and self-regulation in pupils
- Inclusion in extra-curricular clubs, activities and trips
- One to one and small group targeted support using intervention programmes

The key principles of our strategy plan are:

- To use the grant in a variety of ways to suit the individual needs of each child in order for them achieve to their potential. It focuses our chosen approaches as a priority within our school improvement with a focus on high quality teaching and learning to ensure all pupils have equal opportunities while recognising the disadvantages some pupils face. Our values have been chosen to support all children to develop positive learning behaviours and have a sense of self-worth and high aspirations.

Challenges

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

Challenge number	Detail of challenge
1	Supporting parents to actively engage with their child's learning at home.
2	Supporting pupils' social, emotional and behavioural needs.
3	Ensuring high quality provision within the classroom through deployment of staff.
4	Instilling a love of reading both in and out of school.
5	SEND needs present barriers to learning and so support is needed to ensure quality first teaching uses skilled adaptations to engage and enable full access for all learners.

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
<i>Parents are supported and equipped to take an active role in their child's learning both at school and home.</i>	<i>Workshops for parents are attended well and all groups are represented.</i> <i>All parents and carers actively engage with the use of pupil home / school communication books and use of Google Classroom.</i> <i>Parents feel supported by the school to work with their child to support learning at home as part of the daily routine with well managed strategies to create an enriching experience for all.</i>
<i>Pupils feel ready to learn and feel able to access resources and help if and when they feel dis-regulated.</i>	<i>All pupils know where and how to self – regulate with the emotional literacy needed to know when regulation is required.</i> <i>Pupils who require assisted regulation are identified quickly and support is put in place using their voice, and that of the adults around them at school and home.</i> <i>Little time in learning is lost to disengagement due to pupils being unable to regulate themselves or through support.</i> <i>Every learning area creates an environment which every pupil feels calm and ready to learn in where they are able to access every resource they may need.</i>
<i>All classes have the additional support needed through careful deployment of staff based on need and expertise.</i>	<i>Staff feel supported within the learning environments.</i>

	<i>Staff report that they have received the professional development and support they need to ensure priority pupils are supported.</i> <i>Priority pupils receive the support needed, but this does not take high quality teaching away from any learners in the school.</i>
<i>All pupils demonstrate a love of reading.</i>	<i>Pupils read for pleasure.</i> <i>The school environment demonstrates the high importance given to reading.</i> <i>All pupils are able to access books of high quality both within school and libraries locally.</i> <i>Pupils all see themselves as readers.</i>
<i>All pupils are able to demonstrate the knowledge and understanding they have across the curriculum.</i>	<i>Support plans for pupils include clear strategies when needed to enable them to access the curriculum fully.</i> <i>Pupil voice and recorded learning shows equality in accessing the curriculum.</i> <i>Teachers are able to demonstrate the adaptations they make and the impact they have.</i>

Activity in this academic year 2025 2026

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: £2920

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Continue to invest in retention of support staff to deliver one to one support structured interventions and to release teachers for quality first sessions.</i> Towards 1:1 support for pupils	EEF – Making the best use of teaching assistants - Schools should use a small number of carefully chosen and well-structured interventions. The area of research showing the strongest evidence for TAs having a positive impact on pupil attainment focuses on their role in delivering structured interventions in one to-one or small group settings.	2, 3, 4, 5

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

Budgeted cost: £ 1000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Catch up sessions within chosen synthetic phonics programme. Supplementary resources to ensure high quality teaching in catch up sessions.	EEF - Evidence suggests that the effectiveness of phonics is related to the pupil's stage of reading development, so it is also important that teachers have professional development in effective assessment as well as in the use of particular phonic techniques and materials. The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written. The teaching of phonics should be matched to children's current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns (graphemes)	2, 3, 4, 5

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

Budgeted cost: £ 2000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Access to all extra-curricular activities of clubs, trips and workshops through use of our 'Pupil Passports'.</i>	Evidence suggests that supporting Arts participations and pupil participation in arts and sports activities has a positive impact on attainment in mathematics and in literacy/English. Understanding the impact of engagement in culture and sport A systematic review of the learning impacts for young people. CASE	1, 2, 4
<i>Support children through nurture, one to one sessions, therapy sessions and sensory circuits. Investment £358.80 in Drawing and Talking therapy.</i>	Children require consistent, supportive relationships and positive developmental experiences in and out of school to develop the critical skills, attitudes, and behaviours they need to succeed as adults – Wallace Foundation Study 2015 EEF – Early Years self-regulation strategies: The development of self-regulation and executive function is consistently linked with successful learning.	2, 5
<i>Run regular workshops and events to include all parents in the learning journey their child is on. Continue to actively engage with parents where support will be of benefit. Invest in resources to incentivise engagement.</i>	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. EEF	1, 4

Total budgeted cost: £ 5920

Part B: Review of outcomes in the previous academic years within the plan.

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2025 to 2026 academic year.

There are 4 pupils in receipt of pupil premium funding. One of whom is EYPP.

Vulnerable groups are tracked closely across the school. This includes pupils in receipt of PP funding.

Additional support is put in place quickly. The deployment of support staff and the proportion of funding allocated staffing costs from PP funding is measurably impactful. Support staff work where there are significant needs for vulnerable pupils.

Support staff have taken part in CPD to support the work they do. Staff surveyed identify the CPD they take part in as having a positive impact on the work they do. Staff self-audits also identify where individuals feel they need support in order to work successfully with vulnerable groups including PP.

Significant work has continued as a school to focus on ensure sharing what has been learnt and secured is clearly demonstrated by all pupils because any barriers to recording learning are identified and removed where the barrier may result in work not representing the true attainment of the subject itself. For example, writing presenting a barrier to recording knowledge of history. Each class now has a 'technology station', where all pupils are able to access resources to support the recording of their learning as part of our ordinarily available provision.

Speech and language skills are developed to enable pupils to express themselves articulately and transfer this into their written work, response to engaging texts and offer clear explanations for their thinking. All children are confident to speak in a variety of contexts and situations, they feel supported and valued. All pupil premium children have had additional support through nurture and wellbeing work from our mental health lead. This work has also supported the families. For example, developing boundaries at home, supporting home learning through wrap around provision.

Our internally led nurture sessions and sensory circuits provision continue a significant impact on the self regulation and well being of all pupils including those in receipt of PP. Additional resources have been added this year, including equipment such as logs and tyres for heavy lifting.

The impact of this plan was observed by our SEA in March 2026:

The headteacher knows her pupils and their families well and has a comprehensive understanding of the needs of vulnerable pupils in the school. Because of leaders' high expectations forgetting the basics of foundational learning right, few pupils fall behind. If they

do, timely interventions are used to ensure that these pupils stay on track. Wherever possible, these interventions occur in classrooms as part of the ordinarily available provision. Vulnerable pupils are given opportunities to participate in a range of extra curricular activities. Because of the robust and rigorous strategies put in place to reduce absence, attendance is above average for all pupils those currently on the SEND register and those in receipt of the pupil premium grant. The school works closely with SpLD services to seek advice and request additional support when needed.

All PP children have again attended all of the extra-curricular experiences offered. This includes a 2-night residential trip to develop life skills and knowledge. The school has its own Pupil passport using the DfE version as a model starting point. The passport includes experiences and activities for all children to achieve through their time at our school regardless of being in receipt of PP or not. Trips are planned specifically to support learning, such as; a trip to the seaside to support future learning in history and geography.

The use of pupil passports include, our life skill activities already in place: Forest School, presentations to an audience, experiencing theatre, meeting significant people, riding a bike, managing money, learning first aid, attending residential visits and day trips to enhance the curriculum alongside extra-curricular opportunities.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider

