

Pupil Premium Statement – Pollington-Balne CE (VA) Primary School

School overview

Detail	Data
Number of pupils in school	131
Proportion (%) of pupil premium eligible pupils	9.16%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	<i>Katherine Rawes, Headteacher</i>
Pupil premium lead	<i>Katherine Rawes / Emma Carpenter</i>
Governor / Trustee lead	<i>Chris Lacy</i>

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£24,555
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium) funding carried forward from previous years	0%
Total budget for this academic year	£24,555

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 high attainers. Every decision made, with regards to Pupil Premium funding and approaches is backed up by sound education research, predominantly taken from the Education Endowment Foundation Toolkit (EEF).

We will consider the challenges faced by vulnerable pupils. The activities we have outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our aim is to ensure that our pupils are not disadvantaged as a result of their socio-economic context. We believe that with the correct support all pupils can achieve their full potential, as long as the provision meets their needs.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment. The approaches we have adopted complement each other to help pupils achieve. To ensure they are effective we will:

- Ensure disadvantaged pupils are challenged in the work that they are set.
- Act early to intervene at the point need is identified.
- Provide all pupils with fair and equal opportunities to achieve and exceed in all areas of the curriculum: using and applying effective pedagogy supported by the use of additional and delegated funding.
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.
- Remove barriers to learning created by poverty, family circumstance and background.
- Work in partnership with families and pupils eligible for pupil premium, to plan, monitor and evaluate support and interventions in order to secure individual progress and achievement.
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally.

- Work with external partners and organisations to provide additional support for the social, emotional, health and wellbeing of all pupils with potential barriers to learning and achievement.

Challenges

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

Challenge number	Detail of challenge
1	Poor communication, vocabulary and oracy levels (especially on entry to the school).
2	The majority of our pupil premium pupils also have SEND. This impacts further on their progress and attainment.
3	Our behaviour analysis data for Autumn 2025 indicates an increase in dysregulated behaviour among pupils, particularly aggression and refusal to engage in work, alongside difficulties with self-regulation. This trend is evident in a significant number of our Pupil Premium (PP) children as well as those with Special Educational Needs and Disabilities (SEND). Notably, we have observed an upward shift in these behaviours correlated with the recent in-year transfer students into year groups beyond the Early Years Foundation Stage (EYFS), which has had a considerable knock-on effect on the overall classroom dynamics and support systems.
4	Attainment among disadvantaged pupils in reading, writing and maths (including the multiplication tables check) is below that of non-disadvantaged pupils. When some of our disadvantaged pupils join the school (which is not always in the Early Years Foundation Stage), they are often below age-related expectations compared to their peers. Reading KS2 PP 0% KS2 Non-PP 88.9% Writing KS2 PP 0% KS2 Non-PP 100% Maths KS2 PP 33.3% KS2 Non-PP 77.8%

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
Improved oral language skills and vocabulary among disadvantaged pupils beginning their school journey at our school.	Assessments, small group interventions and observations indicate improving oral language skills among our youngest disadvantaged pupils. This will be evidenced when triangulated with other sources of evidence, including peer on peer interactions, formative assessment and vocabulary choices made.
An increased number of disadvantaged pupils will meet age related expectations or greater depth by the end of each key stage.	Disadvantaged pupils... • in the Early Years Foundation Stage will achieve a good level of development in line with their peers (or the gap between them reduces). • in Key Stage 1 will pass the phonics screening check in line with their peers (or the gap between them reduces). • at the end of Key Stage 1, will meet the expected standard for reading, writing and maths in line with their peers (or the gap between them will reduce). • in the Year 4 multiplication tables check, will perform in line with their peers (or the gap between them reduces). • at the end of Key Stage 2 will meet the expected standard for reading, writing, maths and spelling, punctuation and grammar in line with their peers (or the gap between them continues to reduce).
Pupils' emotional well-being, social and behavioural needs affecting children being in a position to able to make progress and their readiness to learn	Our school / federation has a complete commitment to the wellbeing of all of our pupils. School leaders and staff ensure that the physical, mental and emotional wellbeing of the children in our care is cared for. Improved levels of well-being will be demonstrated by student voice and teacher observations. Dedicated wellbeing days in school are planned throughout the year to support mental health and wellbeing.
To improve attitudes to learning	Increasing the percentage of engagement in lessons to 100% Children demonstrate an awareness and understanding of metacognition. Reduction of behavioural incidents through internal tracking.

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: **£11,050**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enabling all staff through a continuous high quality CPD programme to ensure that all pupils have access to a broad and balanced curriculum through adaptive teaching.	EEF Effective Professional Development Measuring the impact of support for spoken language -Speech and Language UK EEF Oral language interventions EEF: Improving Literacy in Key Stage 2 Morphological Awareness (Let's crack spelling) Dyslexia Association Education Endowment Foundation (2018c) <i>Individualised instruction</i>	1,2,3,4
Further professional development for all staff to embed the importance of language development across school. This will include the incorporation of high quality, purposeful talk in the classroom and the explicit teaching of vocabulary.	EEF Guidance Document: Preparing for Literacy Key Recommendation 1: Prioritise the development of communication and language EEF Guidance Report: Improving Literacy in KS1 Key Recommendation 1: Develop pupils' speaking and listening skills and wider understanding of language EEF Guidance Report: Improving Literacy in KS2 Key Recommendation 1: Develop pupils' language capabilities	1,2,3,4

Group intervention Programmes: Number Sense, GPS, Read, Write Inc, Time to Talk	Awareness of strategies to address disadvantage Rapid daily/weekly intervention in the basic skills of phonics, reading, writing and maths. EEF Evidence suggests that targeted deployment of teaching assistants has a higher impact of up to +4 months. EEF Teaching Assistant Interventions	1,2,3,4
RWI online subscription, development days and coaching sessions.	Consistent approach for every child of the teaching of quality first phonics teaching, enables a positive impact on the accuracy of word reading.	1,2,4
Enhancement of our maths teaching and curriculum thorough quality resources from White Rose. Continue to improve the quality first teaching of Mathematics especially around the development of fluency Use of NumberSense for YR-Y6	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths Guidance – KS1 and 2. The EEF guidance is based on a range of the best available evidence: Improving Mathematics in KS2 and 3	2,4
Purchase of Nessy and Nessy Dyslexia screening materials which will impact on speaking and listening, reading and writing.	Rapid daily/weekly intervention in the basic skills of phonics and reading. EEF Evidence suggests that targeted deployment of teaching assistants has a higher impact of up to +4 months. EEF Teaching Assistant Interventions	1,2,4
Purchase of NFER assessment materials	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help	2,4

NFER assessments: RWI learning materials:	ensure they receive the correct additional support through interventions or teacher instruction: EEF guide to Pupil premium – tiered approach – teaching is the top priority. Through QLA, teachers can identify the gaps and the difficulties in detail and tailor a specific intervention / small group activity to vulnerable children, including disadvantaged children	
Improve the quality of social and emotional learning. Social, emotional learning approaches will be embedded into routine educational practices and supported by professional development and training for staff.	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): EEF Social and Emotional Learning	1, 2, 3
Professional development for all staff on the use of metacognition and self-regulation approaches. (Refresher for existing staff; new training for new staff)	EEF research indicates that this is a high impact, low-cost approach with +7 months gains. Evidence shows that metacognition and self-regulation approaches to teaching support pupils to think about their own learning more explicitly, often by teaching them specific strategies for planning, monitoring, and evaluating their learning. There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practice and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future. Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)	1,2,3,4

Misc equipment – headphones, weighted toys, sensory resources, sensory circuits		1,2,3,4
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: **£8,595**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional TA support to take structured / time-limited small groups / one-to-one-interventions for additional teaching in speech and language, reading, phonics, writing and mathematics.	Making the most effective use of the assessments to further develop children's skills and understanding. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies High quality teaching is the most important factor to improve outcomes for children. It is important to ensure, when teaching assistants are delivering support, it does not reduce the high – quality interactions with their classroom teacher both in and out of class. TAs will be trained in the delivery.	1,2,3,4
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our local English hub / RWInc lead.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	1,2
To support the acceleration of progress in reading and spelling: Nessy	To support with the regular practise of spelling: https://helenarkell.org.uk/documents/files/Evaluating%20Impact%20UK.PDF	2,4

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

Budgeted cost: **£4,910**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole staff training on behaviour management and anti-bullying approaches with the aim of developing our school ethos and improving behaviour across school. (Provided by the Behaviour and Inclusion Services, East Riding Council) Ann Foxley Johnson (Bullying Alliance, Online workshops) Engaging in Anti – Bullying fortnight	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	3
Supervision sessions for ELSA Targeted children allocated ELSA time each week. Targeted Lego Therapy Regular Wellbeing meetings at least monthly - release time/cover for staff. Monitoring of data on Arbor. Sensory support for children with specific needs. Release time for SENCO and other staff for home visits, visits with portage worker and other agencies.	EEF - Improving Social and Emotional Learning - Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact, whereas deployment of teaching assistants in everyday classroom environments has not been shown to have a positive impact on learner outcomes. This can be +4 months EEF – social and emotional learning – improves interaction with others and self - management of emotions – impacts on attitudes to learning and social relationships in school, which increases progress in attainment EEF toolkit – parental engagement shows that +4 months can be gained through	2,3

	the involvement of parents in their learning. EEF report on attendance interventions show that putting rapid intervention in place changes the behaviour of the children, increases attendance and improves attainment EEF guide to pupil premium – targeted academic support Research demonstrates that implementing Social and Emotional Learning (SEL) programs can result in improvements to students' social competence, behaviour, and academic achievement (Durlak et al., 2011; Taylor et al., 2017). Training for support staff on understanding and supporting working memory difficulties in the classroom and supporting children with concentration and attention difficulties.	
Whole staff training and updates for new behaviour policy with the aim of developing our school ethos and improving behaviour across school/federation	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF(educationendowmentfoundation.org.uk)	2,3
Whole staff training/support on supporting mental health and wellbeing of children and young people. The aim of this training is to embed a whole school approach to understanding mental health, identifying need early and effectively supporting children who have been identified. Mental Health days across school to include visitors	Gov.uk guidance mental health and wellbeing support in schools and colleges. Taking a coordinated and evidence-informed approach to mental health and wellbeing in schools and colleges leads to improved pupil and student emotional health and wellbeing which can help readiness to learn. The latest edition of the whole school or college approach,	2,3

	updated for autumn 2021 by Public Health England (PHE) and the Department for Education, defines the areas to be considered to enable good mental health and wellbeing practice.	
Additional learning outside of the classroom: Music for Wellbeing Sensory circuits Forest School Outdoor learning opportunities delivered by LA and class teachers	According to the Science Journal Frontiers in Neuroscience, learning to play an instrument as a child may even predict academic performance and IQ in young adulthood. Children who undergo musical training have better verbal memory, second language pronunciation accuracy, reading ability and executive functions. Children in KS2 have weekly music lessons delivered by specialist music teachers. Children in KS1 and EYFS have half a term of music for wellbeing. EEF (1+ month) Access for some children to additional physical activity – PE and Forest School. This is to increase learning and practise in self - regulation in social situations.	1,2,3,4
Whole school focus on promoting reading for pleasure.	Reading for Pleasure research from the reading Strategy used to select suitable texts by teachers to share with children daily in RfP time and to recommend to children linked to wider curriculum topic areas. On average, reading comprehension approaches deliver an additional six months progress' (EEF Reading Comprehension Strategies). Engaging pupils in a wider range of texts will expose them to a wider vocabulary, styles of writing and lead them to be better equipped as writers themselves	1,2,3,4

Continue to engage the services of an Educational Welfare Officer to provide further support especially around monitoring and supporting families of persistent absentees.	According to EEF - evidence brief on improving attendance and support for disadvantaged pupils, persistent absence is an immediate issue facing schools across the country. These pupils are disproportionately more likely to come from socioeconomically disadvantaged backgrounds. So, tackling persistent absence is an important part of improving education outcomes for this group.	
Engaging with Booster sessions for PP/SEND children in Y6	EEF (4+ months) Small group intervention https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition	2, 4
Music for Well – Being, class ensemble	East Riding Music Service – specialist music teachers delivering the learning – enables children to explore different avenues open to them	2, 3

Total budgeted cost: £24,555

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The improved collaboration between our SENCo, ELSA, and teaching staff has fostered effective communication with families, enhancing support for our vulnerable children. Interventions with our wellbeing lead were structured into six-week timetabled blocks, including ELSA sessions until maternity leave, after which the wellbeing lead, who was undergoing ELSA training, continued these interventions. Additionally, both timetabled and ad-hoc check-ins were implemented, alongside Lego Therapy, to further support our pupils' emotional wellbeing.

Targeted interventions take place in class to support vulnerable pupils to close the gap in their learning. High quality phonics, GPS and maths interventions demonstrated consistent good quality teaching across school. Children made expected progress in Phonics from their starting point in September. Coaching / drop in sessions provided to staff by reading leader supported teachers of phonics.

Overall data at the end of EYFS shows that 100% (1 child) of disadvantaged children achieved GLD, for those who were non-disadvantaged this was 73.7% achieving GLD.

92.9% children achieved in the phonics screening (year 1) and 84.2% (year 2). There were no children in Y1 in receipt of PP. 2 children were in receipt of PP in Year 2.

At the end of Key Stage One (2024-25), there were 4 disadvantaged children.

At the end of Key Stage Two (2024-25), 3 children in receipt of pupil premium compared with 9 Non-PP children attained:

Reading - KS2 PP 0%; KS2 Non-PP 88.9%

Writing - KS2 PP 0%; KS2 Non-PP 100%

Maths - KS2 PP 33.3%; Non-PP 77.8%

All 3 PP children also had SEN with 1 EHCP.

PP children were outperformed by Non-PP children in the Year 4 MTC.

Success would be that the gap would close in progress made by the PP children.

A change in staff has required further training in the Read Write Inc phonics programme. Results in phonics continue to be positive - 92.9% pass rate in Y1; 60% y2 retake (5 pupils)

The introduction of Number Sense as a programme and intervention has seen an improvement in maths fluency.

To continue to build on this for the academic year 2025-26 and the life of the plan, the process of monitoring and reviewing will continue each term, with children identified for intervention.

Our assessments and observations indicated that pupil behaviour, including independent learning behaviour, wellbeing and mental health were continuing to be impacted due to COVID-19-related issues. The impact was particularly acute for disadvantaged pupils. We used pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required.

Personalised support for children with emotional and social needs is improving and supports children to regulate their behaviour more effectively. Pupils are proud to attend school and are valued as individuals allowing them to flourish in personal development and learning - pupil voice; Ofsted 2024; SIAMS 2025).

Evidence shows that children are known and valued as individuals. This drives a culture of acceptance, friendship, care and mutual support, where people feel they belong. Behaviour, on the whole, is supported in the home.

Children's social and emotional needs are constantly being monitored through check-ins with our ELSA. This support will continue over the course of the PP strategy plan and beyond. The EHT/DSL completed Senior mental Health training. An action plan / strategy is being created for whole school to include the needs of disadvantaged pupils.

Pupils access a wide range of interventions to meet their SEND needs, including speech and language. This range of interventions will continue over the next academic year in order to continue to meet individual needs.

Our target to improve attendance of disadvantaged children has been achieved with disadvantaged pupils actually having higher attendance (97%) than non-disadvantaged pupils 96.6%). Attendance is high compared with our federated school, National and LA. We will continue to monitor this.

Interventions have helped support children's individual needs, including NumberSense, Time to Talk - Ginger's Gang, 1:1 support, targeted small group intervention such as Fast track phonics; handwriting, Read Write Inc; speech and language. Moving forward, we are looking to implement sensory circuits.

From 2025 to 2028, we will implement a range of interventions aimed at closing the attainment gap for disadvantaged pupils, particularly those eligible for Pupil Premium (PP). Staff training will be provided, ensuring new staff are upskilled effectively. Interventions will be closely monitored, with the new SENCO collaborating with the Senior Leadership Team (SLT) to identify patterns and barriers. Half-termly wellbeing meetings will track attendance and facilitate rapid support actions, alongside regular discussions between the Executive Headteacher the Education Welfare Officer for ERYC.

Externally provided programmes

Programme	Provider
Read, Write, Inc.	Ruth Miskin
Nessy Reading and Spelling	Nessy Learning Programme
Nessy Dyslexia (Yeti Mountain)	Nessy Learning Programme
Music for Wellbeing	East Riding Music Service
Food Vouchers	Wonde
Forest School	Woodland ExpLaura
Picture News	Advocate Schools Network
Oxford Owls	OUP
White Rose Maths	Trinity Mat
Number Sense	OUP
TT Rockstars	Maths Circle Ltd.
NFER Assessments	National Foundation for Educational Research
Jigsaw	Jigsaw Education Group
Time to Talk (Ginger's Gang)	Integrated Treatment Services