

Pupil premium strategy statement for Enstone Primary School 2025-26

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines 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	Enstone Primary School
Number of pupils in school	81
Number of pupils eligible for pupil premium in 2025-26 <ul style="list-style-type: none"> • PP = 12 • PP+ = 1 • SPP = 2 	12 x £1,515.00 2 x £350.00 1x £2630
Proportion (%) of pupil premium eligible pupils	19%
Academic year that our current pupil premium strategy plan covers	2025-26
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	FGB
Pupil premium lead	Sarah Mann
Governor / Trustee lead	Barbara Shaw

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£21,510.00
Recovery premium funding allocation this academic year	£0
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	£21.510.00

Part A: Pupil premium strategy plan

Statement of intent

Challenges

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

Challenge number	Detail of challenge
1	Weak language and communication skills, including a deficit in phonological awareness.
2	Difficulties in securing and retention of basic number concepts in mathematics.
3	Difficulties and slow progress in securing phonological knowledge and skills for reading and writing.
4	Disadvantageous home learning environments – lack of parental support for school/reading/homework.
5	Family circumstances less advantageous: lower incomes and increased cost of living pressures leading potentially to fewer opportunities, e.g. for extra-curricular activities/development of cultural capital.
6	Low self-esteem, anxiety, lack of resilience, difficulties in peer relationships.

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 phonological awareness. Improved Speech, Language and Communication skills.	Improvement in pupils' phonological awareness, and their speech, language and communication skills impacts positively on their learning and wellbeing. Exit scores from Spirals or Talk Boost interventions and PA screening indicate progress and improvement.
Identified pupils make solid or better progress in mathematics from Sept 2025 to July 2026, as measured by the in-school assessment system and DfE standardised tests (if relevant).	Pupils meet or exceed targets set for maths.

Identified pupils make solid or better progress in reading and writing skills from Sept 2025 to July 2026, as measured by the in-school assessment system and DfE standardised tests (if relevant).	Pupils meet or exceed targets set for reading and writing.
Pupils have focused support during school time with homework and home learning tasks.	Homework supports classwork and consolidates/reinforces learning. Pupils are not disadvantaged by lack of access to support for home-learning and preparation tasks.
Families are relieved of some of the financial pressures associated with extra-curricular activities and identified pupils can participate in a wide range of activities.	Good uptake of free places in sports and arts clubs, and/or music tuition amongst target group.
Pupils are taught specific strategies for wellbeing, including work on mental health, social skills, resilience and peer relationships.	Pupils self-report as happier. Class teachers report children with improved self-esteem and engagement.

Activity in this academic year

This details how we intend to spend our pupil premium **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £7,265

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure teachers and TAs have training to support pupils with specific needs, e.g. dyslexia, dyscalculia, ASD, ADHD.	If staff are more knowledgeable and have the right training, they are better placed to support pupils with additional learning needs.	1, 2, 3
Ensure TAs have training to deliver specific intervention programmes.	Interventions won't be successful if TAs don't have a full understanding of how to use the programme, pre and post assessments, etc.	1, 2, 3
Maintaining enough TA hours in the timetable to support additional needs across both key stages.	If we don't have enough support staff, we cannot deliver on intervention support or additional pastoral support.	1, 2, 3, 4, 5

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

Budgeted cost: £10,000 (inc. £1,530 for SNAST)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Spirals and/or Talk Boost</i> interventions weekly, led by trained TA.	<i>Spirals and Talk Boost</i> are tried and tested programmes which have previously led to successful outcomes for pupils.	1
<i>Chatterbox Group</i> Intervention to support the development of phonological awareness.	A lack of phonological awareness means that children are not in a good position to start the phonics programme and therefore their achievement and progress in reading and writing will be hindered.	1
<i>Plus 1 / Power of 2</i> maths intervention programme supported by TAs.	<i>Plus 1 / Power of 2</i> is a tried and tested programme which has previously led to successful outcomes for pupils.	2
<i>Launch into Reading Success, Precision Reading Reciprocal Reading Individual sp. programmes Literacy Gold.</i> One or more of these interventions will be set up weekly for identified children, supported by class teachers and/or TAs.	These are tried and tested intervention programmes which we know have previously proven efficacious.	3
1:1 TA support for short sessions to complete homework and home learning tasks for identified children. Homework club for KS2 pupils run by a teacher.	Some pupils do not receive support and guidance from home for completion of homework tasks. They are not heard to read aloud at home and not provided with access to the online homework activities. These children don't benefit from adult input in the same way as their peers.	4
Small group support in core subjects to support learning needs.	Some children require more scaffolding and modelling of concepts in order to grasp them.	2, 3
Small group extension activities to help children to achieve	Some pupils are more able in certain subject areas and will benefit from higher level teaching in small	2, 3

Greater Depth or Higher-Level standards in identified areas of strength.	“extension groups” to help them to achieve their full potential.	
Purchase of intervention support materials so that school has the necessary, high-quality resources to support children with additional learning needs. <ul style="list-style-type: none"> • Literacy Gold • 123Maths (Plus 1 and Power of 2) 	Online platforms can be used both in school and as additional homework support. They offer opportunities to help pupils secure and practise key skills in an engaging manner.	2, 3, 5
Purchase of additional “Dyslexia Friendly” books (supplement Barrington Stoke collection) to ensure a good supply of books with text that supports older readers at appropriate instructional and interest level.	Pupils will be enabled to make more rapid progress if they have access to a greater quantity of reading materials at the right instructional level.	3, 5
Ensure swift and accurate identification of additional learning needs for identified group by employing a SNASt for 6 half days per academic year to support SENDCo with identification and diagnosis of learning needs and the development of intervention support.	A SNASt is able to conduct a range of diagnostic testing and offer specialist advice about appropriate interventions. This enhances support for children with SEND or specific difficulties.	1, 2, 3, 5

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

Budgeted cost: £5,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve home learning environment and	If pupils have the resources and equipment needed for completion of	4

resources for target pupils by issuing homework support packs.	homework and home-learning tasks, they will be more likely to complete the activities successfully. This may include provision of devices to allow for access to online homework tasks or remote learning.	
Relieve parents of some of the burden of school uniform purchasing by providing key badged uniform items, book bags, etc.	Families on low incomes can find it difficult to afford badged and compulsory items of uniform, even though these are kept to a minimum and sold at cost.	4
Ensure equality of opportunity for all pupils with regards to extra-curricular activities by offering free places in school clubs to PP pupils and exempting pupils from any contribution towards workshops and/or school trips.	Pupils are able to benefit from attendance at extra-curricular clubs, music tuition, etc. without financial burden on parents. Parents do not feel under pressure to contribute for school activities, even when a voluntary contribution has been requested as standard.	4
Subsidised childcare places in our Early Birds Club.	This provision helps our working parents on lower incomes.	5
1:1 and small group support for pastoral care needs, e.g. nurture groups or social skills groups.	Some pupils need targeted teaching of strategies for self-regulation and emotional wellbeing. Small group or 1:1 sessions provide a safe and comfortable environment to open discussions. Doing an activity such as cookery in a pair or trio with a supportive adult enables children to relax and build relationships and communication skills.	6

Total budgeted cost for 2025-26: £21,510.00

Item	Total expenditure to date
Trips and workshops	
After school clubs and extra-curricular activities.	
Early Birds Club subsidies	

Uniform	
Homework support packs/resources	
SNAST support	
Resources	
Music lessons	
Play therapy	
Total spent excluding staffing expenditure	
Staffing expenditure, including: <ul style="list-style-type: none"> • Staff training and support. • Maintenance of sufficient hours in TA timetable to support outlined intervention and support strategies. 	
Total	

Part B: Review of outcomes in the previous academic year (2024-25)

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Investment in staffing (TA hours) enabled us to deliver 1:1 and small group intervention support programmes in core areas, as well as targeted additional pastoral support. Subscribing to the online intervention programmes improves our capacity to deliver targeted support in small groups – a more time-efficient model of intervention delivery. Individual pupil profiles detail the progress made by children against individual targets, but this information is not appropriate to share in statistical terms as it would identify children within this small target group.

Homework packs, uniform packs and subsidised clubs/trips were appreciated by parents. In particular there was high uptake amongst the group eligible for subsidised places in Early Birds Club. Most children eligible for free after school clubs also took up at least one club option each term. All class trips were offered to eligible families at 1p. One child took up the option of learning a musical instrument through MFSF, and we were able to cover the costs of lessons and instrument hire.

Employment of a SNAAT enabled a wide range of diagnostic testing, leading to tailored recommendations and targeted intervention support for identified pupils.

Purchase of graphic novels has been a popular addition to our library collection targeted at struggling older readers.

Externally provided programmes

Programme	Provider
N/A	

Service pupil premium funding (optional)

Measure	Details
Unable to report due to low numbers.	