

Pupil Premium Funding Statement 2026-2027

This statement details our school's use of pupil premium funding to help improve the attainment of those children the Government call '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
Number of pupils in school	71
Proportion (%) of pupil premium eligible pupils	18.3%
Academic year/years that our current pupil premium strategy plan covers	2026-2027
Date this statement was published	September 2026
Date on which it will be reviewed	
Statement authorised by	K Froggatt
Pupil premium lead	S Palmer
Governor lead	Andrew Teale

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£21,210
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	£21,210

Part A: Pupil Premium Strategy Plan

Statement of intent

Pembridge is a school where our creative teaching and learning is of the highest quality and where we encourage everyone to be inspired through faith in God and to live by Christian values so that our whole community flourishes and we reflect all that is 'worthy of praise'.

Our school seeks to live out its vision in full, recognising our historic foundation whilst celebrating the inclusivity of our community. All are welcome and we endeavour to support all to achieve their best, to flourish and reflect all that is worthy of praise. The funding for Pupil Premium children helps to meet them (and their families) at their point of need so that they:

- are fully included in the life of the school;
- have the same high expectations as others not in receipt of Pupil Premium;
- achieve in similar ways to those not in receipt of Pupil Premium;
- receive swift and effective intervention to support their social, emotional and academic development.

The school uses its Pupil Premium money in different ways depending on the needs of individual children and their families. Other children in school may benefit too to support wider inclusion needs.

Challenges

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

Challenge number	Detail of challenge
1	Specific social and emotional needs which affect children's learning
2	Development of literacy and numeracy skills which are not yet at the expected level, including for those children with SEND
3	Sporadic attendance and medical issues affecting progress
4	Access to resources to support learning at home, including reading and to aid increasing children's fluency of times tables
5	Access to educational visits and ensuring PP students engage with wider-curricular opportunities and experience a breadth of 'culture capital'.
6	Rural families have increased difficulties in finding appropriate jobs and/or childcare to suit

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
All staff well trained to use Monster Phonics programme with children in YR-Y2 and into Y3 as needed. Children in those years to demonstrate good phonic knowledge applicable to their year. Reading achievement in those years to meet age-related expectations. Increased reading material related to phonics scheme to enable books to go home.	- High-quality phonics teaching from all staff, including TAs, through online support and in-school mentoring. 90% to pass Y1 phonics. - Reading achievement to be at least the same %age as those children with no PP. - Reading progress to be above those children with no PP. - PP families engaged with how to use the phonics scheme.
All teaching staff to use various adaptations to teaching materials (such as the use of Widget and Seesaw) to develop children's writing techniques – this includes supporting PP children to reach age-related expectations. The gap between boys' and girls' achievement to close.	- All staff to support the children in the right ways. There is high-quality teaching of writing. Adaptations are made to teaching and learning materials so that those children who need support are also accessing this independently. - Writing achievement to be at least the same %age as those children with no PP. - Writing progress to be above those children with no PP.
Provide all teachers with high-quality CPD to ensure that pupils access effective quality first teaching: Monster phonics, NCETM Maths hub, Talk for Writing, Mary Myatt	All staff are confident in delivery approaches and there is consistency understanding of intent and implementation across school
Spelling resources to be enhanced through Superhero Spelling programme (following on from Monster Phonics) and the Oak national Academy curriculum.	- PP children to have spelling ages in line with non-PP children. - PP children's common exception words outcomes to be in line with non-PP children.
Children's knowledge of times tables to improve. Implementation of Mastering Number approach throughout school.	50% of Y4 children to get full marks on multiplication check or average score to reach 20.5 (national).
Additional Teaching Assistant hours for vulnerable children and support for low achieving PP children, or those with behaviours which require 1-1 intervention at some point during each week. (30 hours)	- Progress for PP children remains in line or above compared to other non-PP children. - PP children's confidence and emotional resilience to be strong.
Enrichment Outdoor Education staff employment on Monday afternoons. 2 hours a week.	- PP children involved with all children in classes to have dedicated time outdoors through the year. - All PP children to discuss enjoyment of these sessions and talk about what they have learnt.
Funding swimming and other school trips or clubs, and enrichment including resourcing specific to interests.	All children are included in every trip/school activity regardless of any difficulties in finance.
Resourcing Emotional Literacy support to equip children with the skills to recognise and deal appropriately with their emotions.	- Embedded strategies which the children use effectively. - Reduced incidences of emotional outbursts - Mentor time (6 hours week)
Funding of milk and FSM.	All children have the opportunity to receive the benefits of daily milk at KS1.
Funding provided for specific PP children to attend before- and after-school club to develop additional skills and support wider family engagement and allow work opportunities.	- Social and emotional skills, and speech and language skills to show improvement over the year. - Parent has increased options regarding when and how to work.
Overview of PP families and support offered to identify what is working and challenges.	90% of PP families regularly attend parents' meetings, workshops etc. - Improved co-ordination of PP children and assessment of effectiveness of support given.

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: £9,260

Activity	Evidence that supports this approach	Challenge number(s) addressed	Budget £
Professional development	ELSA on-going training – Emotional Literacy training for TA StepLab training for teaching staff.	1, 2	£1000
Pie Corbett's Talk for Writing	Training, coaching and resources for oral rehearsal, model texts, vocabulary, sentence construction, spelling and independent application; half-termly book scrutiny.	2	£4,450
Professional development	Monster Phonics on-going (online) and spelling training for all staff	2	£150
Outdoor education (Forest School)	Appointment of dedicated outdoor education teacher – 2 hours/week	1,3	£1,160
Mastery Maths Hub	Professional development and sustained mastery teaching using consistent representations, mathematical language, number sense, fluency and multiplicative reasoning.	1	£2,500

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

Budgeted cost: £ 31,315

Activity	Evidence that supports this approach	Challenge number(s) addressed	Budget £
1-1 support, small group tutoring and intervention sessions to close gaps.	Additional staffing hours for vulnerable and low-achieving PP children – 30 hours/week	1,2	£25,999 (funding also received from SEND)
Emotional Literacy teaching assistant	Additional staffing hours for vulnerable PP children requiring support – 6 hours/week	1,3	£4,757
Focused learning of times tables	Subscription to Times Tables Rockstars, My Maths and White Rose Maths to raise achievement	4	£615

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

Budgeted cost: £7,781

Activity	Evidence that supports this approach	Challenge number(s) addressed	Budget £
Provide funding for PP parents/carers to have increased work hours.	PP children offered opportunities to attend before- and after-school paid clubs.	1,5,6	£2,300
Provide funding to increase engagement with families and inclusion within school.	PP children offered free milk, uniform and other clothing.	1,5	£410
Provide funding to increase inclusion on school trips and other enrichment opportunities.	PP children have their trips (for e.g. to Cadbury World) and obligatory swimming lessons and other enrichment opportunities (music lessons) paid for.	5	Swimming £385 Music £2,850 Trips £1,836

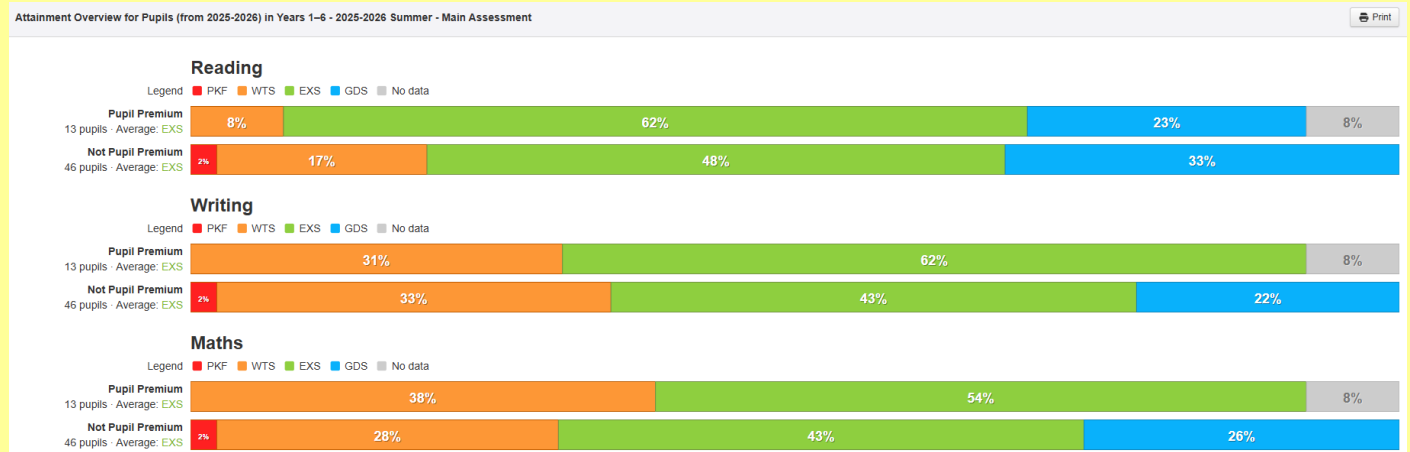
Total budgeted cost: £ 48,412 (including some SEND funding)

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 2025-2026 academic year.

For the year 25-26, there were 15 children in receipt of Pupil Premium.



Intended outcome	Success criteria	Review of Outcome
All staff well trained to use Monster Phonics programme with children in YR-Y2 and into Y3 as needed. Children in those years to demonstrate good phonic knowledge applicable to their year. Reading achievement in those years to meet age-related expectations. Increased reading material related to phonics scheme to enable books to go home.	- High-quality phonics teaching from all staff, including TAs, through online support and in-school mentoring. 87% to pass Y1 phonics. - Reading achievement to be at least the same %age as those children with no PP. - Reading progress to be above those children with no PP. - PP families engaged with how to use the phonics scheme.	92% Yr1 children passed phonics screening check - Across the school, 85% of PP children achieve ARE (or above) in reading; this compared to 81% of non-PP.
All teaching staff to use various adaptations to teaching materials (such as the use of Widget and Seesaw) to develop children's writing techniques – this includes supporting PP children to reach age-related expectations. The gap between boys' and girls' achievement to close.	- All staff to support the children in the right ways. There is high-quality teaching of writing. Adaptations are made to teaching and learning materials so that those children who need support are also accessing this independently. - Writing achievement to be at least the same %age as those children with no PP. - Writing progress to be above those children with no PP.	- Across the school, writing outcomes for PP children are roughly in line with those for non-PP children. - Future target is to look at the development of PP GDS writers.
Spelling resources to be enhanced through Superhero Spelling programme (following on from Monster Phonics) and the Oak national Academy curriculum.	- PP children to have spelling ages in line with non-PP children. - PP children's common exception words outcomes to be in line with non-PP children.	Across the school, writing outcomes for PP children are roughly in line with those for non-PP children.
Children's knowledge of times tables to improve.	50% of Y4 children to get full marks on multiplication check or average score to reach 20.5 (national).	17% achieved full marks. - Average score of 21.7 (roughly in line with national) - Further worked required on this.
Additional Teaching Assistant hours for vulnerable children and support for low achieving PP children, or those with behaviours which require	- Progress for PP children remains in line or above compared to other non-PP children. - PP children's confidence and emotional resilience to be strong.	In reading and writing, across the school, outcomes for PP children are roughly in line with those for non-PP children.

1-1 intervention at some point during each week. (30 hours)		This should be further development in maths this academic year.
Enrichment Outdoor Education staff employment on Monday afternoons. 2 hours a week.	- PP children involved with all children in classes to have dedicated time outdoors through the year. - All PP children to discuss enjoyment of these sessions and talk about what they have learnt.	Pupil Premium pupils access all planned outdoor learning opportunities throughout the academic year alongside their peers.
Funding swimming and other school trips or clubs, and enrichment including resourcing specific to interests.	All children are included in every trip/school activity regardless of any difficulties in finance.	Financial barriers do not prevent participation in educational visits, residential or enrichment activities, with 100% of Pupil Premium pupils accessing opportunities available to their year group.
Resourcing Emotional Literacy support to equip children with the skills to recognise and deal appropriately with their emotions.	- Embedded strategies which the children use effectively. - Reduced incidences of emotional outbursts - Mentor time (6 hours week)	- Identified pupils independently apply taught regulation strategies within the classroom and wider school environment. - Targeted mentoring support contributes to improved emotional wellbeing, engagement and readiness to learn, as evidenced through pupil voice, attendance and behaviour data.
Funding of milk and FSM.	All children have the opportunity to receive the benefits of daily milk at KS1.	Eligible pupils access daily milk provision, contributing to improved health, wellbeing and readiness for learning.
Funding provided for specific PP children to attend before- and after-school club to develop additional skills and support wider family engagement and allow work opportunities.	- Social and emotional skills, and speech and language skills to show improvement over the year. - Parent has increased options regarding when and how to work.	At least 90% of Pupil Premium families engage with school through parents' evenings, workshops, curriculum events or targeted support meetings.
Overview of PP families and support offered to identify what is working and challenges.	90% of PP families regularly attend parents' meetings, workshops etc. - Improved co-ordination of PP children and assessment of effectiveness of support given. - Mrs Palmer to have three dedicated days for PP oversight.	- Pupil Premium provision is systematically monitored and evaluated, with interventions adjusted in response to pupil outcomes and emerging needs. - Dedicated leadership time enables termly review of Pupil Premium spending, impact, attendance, attainment and engagement, resulting in timely and effective support for eligible pupils.