Freethorpe Primary School

Pupil Premium Strategy Statement

2025-26



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.

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School Overview

Detail	Data
School Name	Freethorpe Primary School
Number of Pupils in School	146
Proportion (%) of Pupil Premium Eligible Pupils	(24 PP & 2 PP+)
Academic Year/Years that our current pupil premium strategy plan covers	2025-2026
Date this plan was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Shefa Roberts & Kathryn Andrews
Pupil Premium Lead	Abigail Carter
Governor Lead	Mike Blake (School Effectiveness Governor)

Funding Overview

Detail	Data
Pupil Premium funding allocation this academic year	£39,352.50
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Contingency	£500
Total Budget for this academic year	£39,852.50

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 already high attainers.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is 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 approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve

Challenges

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

Challenge Number	Details of Challenge
1	Y6 PP children are not looking to obtain age-related expectations at present in reading. This evidence has been gathered from internal assessments, observations, and pupil discussions indicates that disadvantaged pupils face more significant challenges with reading fluency and comprehension compared to their peers. This is reflected in the current school data, which shows that 100% of disadvantaged pupils are currently working towards ARE. These difficulties not only hinder their ability to develop as confident readers but also negatively impact their progress in writing.
2	100% of Y4 PP children are not looking to obtain a mark of 21 or above on the MTC check at present. This evidence is gathered from internal assessments and informal quizzes.
3	Social, Emotional and Behavioural Challenges: The engagement and behaviour of some disadvantaged pupils are hindered by social, emotional, and economic barriers. These factors impede the accelerated progress necessary to close attainment gaps and can result in lower participation and focus in classroom settings.
4	Reduced Access to Enrichment Opportunities due to the school's rural location limits access to extracurricular and enrichment activities, disproportionately affecting disadvantaged pupils. These activities are essential for fostering broader educational engagement, confidence, and aspiration.

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
By the end of KS2, reading outcomes for PP pupils will be in line or exceed with non-PP pupils.	• Assessment access arrangements will be identified (where necessary) to best support PP pupils. • Disadvantaged pupils meet or exceed age-related expectations in Year 6. • Pupils demonstrate improved fluency, reading with accuracy, appropriate pace, and expression. • Regular monitoring shows consistent progress in reading skills, including decoding and comprehension. • Increased engagement with reading activities, including participation in guided reading and independent reading sessions. • Targeted interventions (e.g., fluency and comprehension support) show measurable impact, with pupils making accelerated progress. • Parent/carer engagement improves, supporting reading practice at home.
Multiplication check outcomes for Y4 PP pupils will be in line or exceed non-PP pupils.	• Assessment access arrangements will be identified (where necessary) to best support PP pupils. • Disadvantaged pupils meet or exceed outcomes in the Y4 MTC. • Pupils demonstrate improved fluency and pace. • Regular monitoring shows consistent progress in multiplication fluency skills. • Targeted interventions (e.g., daily arithmetic, times table fluency etc) show measurable impact, with pupils making accelerated progress. • Little and often targeted practice within the whole class setting. • Parent/carer engagement improves, supporting times table practice at home. Parents/carers will be provided with supporting resources.
Disadvantaged pupils will have greater access to emotional and behavioural support, fostering better classroom engagement and overall well-being.	• A reduction in incidents of disruptive behaviour among disadvantaged pupils as tracked through behaviour logs. • Improved engagement and focus in classroom activities, as reported by teachers and observed in lesson visits. • Increased participation in social and emotional interventions, with measurable progress in pupil confidence and resilience. • Updates and changes will be made to the behaviour policy in line with current behaviour trends identified.
Disadvantaged pupils will have equitable access to extracurricular and enrichment activities, fostering personal development, confidence, and aspiration.	• Participation rates of disadvantaged pupils in extracurricular activities will increase to match those of their non-disadvantaged peers. • Pupil voice feedback will reflect higher levels of enjoyment and motivation linked to enrichment opportunities. • Evidence of improved aspiration and engagement across academic and non-academic domains. • Pupil Premium children, who sign up for Teacher Led clubs half-termly, will be prioritised. • Weekly enrichment activities are chosen by children allowing them to choose their activity of preference. • Pupil Premium children to share preferred activities for weekly enrichment.

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: £9,150

Activity	Evidence that supports this approach	Challenge Number(s) Addressed
Whole-school reading assessment using Lexplore will be used to accurately identify reading ages and diagnose specific reading needs, ensuring PP pupils are identified early and matched to timely, targeted interventions.	**Reading comprehension strategies** — Very high impact for very low cost based on extensive evidence — +6 **Oral language interventions** — Very high impact for very low cost based on extensive evidence — +6	1
A consistently applied, evidence-informed whole-school reading approach will improve reading comprehension and fluency, particularly for PP pupils who require explicit teaching and repeated practice.	**Reading comprehension strategies** — Very high impact for very low cost based on extensive evidence — +6	1
Investment in Little Wandle fluency texts will strengthen reading interventions in KS1 and LKS2, supporting PP pupils to build automaticity, confidence, and accuracy in reading.	**Phonics** — Moderate impact for very low cost based on extensive evidence. — +5	1
High-quality, tailored CPD for teachers and teaching assistants will strengthen quality-first teaching across the school, improving classroom practice and reducing reliance on intervention for PP pupils.	**Teaching Assistant Interventions** — Moderate impact for moderate cost based on moderate evidence. — +4 **Feedback** — High impact for very low cost based on extensive evidence. — +6	1,2,3,4
A review of mathematics and times tables teaching will be undertaken to identify areas for development and inform curriculum refinement, ensuring PP pupils benefit from a coherent, well-sequenced maths curriculum that supports fluency and retention.	**Collaborative learning approaches** — Moderate impact for very low cost based on limited evidence. — +5 **Feedback** — High impact for very low cost based on extensive evidence. — +6	2
Staff training focused on behaviour and wellbeing (including support from STEPs, EPSS, SACT and MHST) will address social, emotional, and behavioural barriers to learning, improving engagement and readiness to learn for PP pupils.	**Behaviour interventions** — Moderate impact for low cost based on moderate evidence. — +3	3
Volunteers will provide regular reading support, increasing opportunities for PP pupils to practise reading aloud, build fluency, and develop confidence through additional structured reading time.	**Parental engagement** — Moderate impact for very low cost based on extensive evidence. — +4	1

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

Budgeted Cost: £24,900

Activity	Evidence that supports this approach	Challenge Number(s) Addressed
High-quality phonics instruction will be delivered through streamlined year-group teaching to ensure consistent coverage and progression, reducing gaps in early reading skills for PP pupils.	**Phonics** — Moderate impact for very low cost based on extensive evidence. +5 **Setting and streaming** — No impact for very low cost based on very limited evidence. 0	1
Targeted daily times tables interventions will prioritise PP pupils identified through assessment, improving fluency and automaticity in multiplication and supporting wider mathematical attainment.	**Teaching Assistant Interventions** — Moderate impact for moderate cost based on moderate evidence. +4 **Within class attainment grouping** — Low impact for very low cost based on very limited evidence. +2	2
Regular, structured small-group reading interventions will prioritise PP pupils to strengthen comprehension skills, enabling them to access the wider curriculum more effectively.	**Reading comprehension strategies** — High impact for very low cost based on moderate evidence. +7 **Teaching Assistant Interventions** — Moderate impact for moderate cost based on moderate evidence. +4	1
Reading instruction in Year 6 will be delivered in smaller, well-targeted groups, with PP pupils strategically grouped to provide focused support, accelerating progress in reading outcomes.	**Reading comprehension strategies** — High impact for very low cost based on moderate evidence. +7 **Small group tuition** — Moderate impact for low cost based on moderate evidence. +4	1
Targeted wellbeing support will be identified and allocated by the wellbeing lead, prioritising PP pupils to address social, emotional, and mental health barriers to learning.	**Behaviour interventions** — Moderate impact for low cost based on moderate evidence. +3	3
Targeted nurture provision will be identified by the safeguarding lead, prioritising PP pupils to improve emotional regulation, engagement, and readiness to learn.	**Behaviour interventions** — Moderate impact for low cost based on moderate evidence. +3	3

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

Budgeted Cost: £5502.50

Activity	Evidence that supports this approach	Challenge Number(s) Addressed
A playground buddy system will be introduced to support positive play and social interaction at lunchtimes, reducing incidents of isolation or conflict and improving wellbeing for PP pupils.	**Outdoor adventure learning** Unclear impact for moderate cost based on insufficient evidence. - **Physical activity** Low impact for very low cost based on extensive evidence. +2	3,4
Playground activities will be provided to promote wellbeing and positive behaviour, with pupil voice – including PP pupils – used to shape provision so it meets identified needs and increases engagement.	**Outdoor adventure learning** Unclear impact for moderate cost based on insufficient evidence. - **Physical activity** Low impact for very low cost based on extensive evidence. +2	3,4
Pupil voice, including PP pupils, will be used to inform the school's enrichment offer, ensuring equitable access to opportunities.	**Outdoor adventure learning** Unclear impact for moderate cost based on insufficient evidence. -	3, 4
Input for Midday Supervisory Assistants (MSAs) will strengthen consistency in behaviour management and positive play support, improving lunchtime experiences and engagement for PP pupils.	**Feedback** High impact for very low cost based on extensive evidence. +6 **Teaching Assistant Interventions** Moderate impact for moderate cost based on moderate evidence. +4	3, 4
Monitor school wide attendance systems to ensure the continue and improve levels of attendance across all pupil groups.		
Subsidised educational visits (50% contribution) will be provided for all PP pupils to remove financial barriers, ensuring full participation in curriculum enrichment and experiential learning opportunities.	**Physical activity** Low impact for very low cost based on extensive evidence. +2 **Outdoor adventure learning** Unclear impact for moderate cost based on insufficient evidence. -	3, 4
Access to breakfast and after-school provision will be offered to identified PP pupils to support consistent routines, punctuality, and attendance, improving readiness to learn and sustained engagement in school.	**Extending school time** Moderate impact for moderate cost based on moderate evidence. +3	3, 4

Total Budgeted Cost: £39,852.50

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.

Outline the performance of your disadvantaged pupils in the previous academic year and explain how it has been assessed. You should draw on:

- *Data from the previous academic year's national assessments and qualifications, once published (including school attainment and progress measures)*
- *EBacc entry data for secondary schools*
- *Comparison to local and national averages (a note of caution can be added to signal that there are ongoing impacts of the COVID-19 pandemic, which affected schools, and pupils, differently) and outcomes achieved by your school's non-disadvantaged pupils*
- *Information from summative and formative assessments the school has undertaken.*
- *School data and observations used to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing*

You should state whether you are on target to achieve the outcomes of your strategy (as outlined in the Intended Outcomes section above) and outline your analysis of what aspects of your strategy are/are not working well.
If last year marked the end of a previous pupil premium strategy plan, you should set out your assessment of how successfully the intended outcomes of that plan were met.

Intended Outcome	Outcomes
By the end of Year 2, disadvantaged pupils will develop secure early reading skills, including decoding and fluency, enabling them to read age-appropriate texts with confidence and understanding.	Although some PP pupils are not yet working at age-related expectations, they have made positive progress from their starting points, and targeted interventions are continuing to support sustained improvement.
Disadvantaged pupils will have greater access to emotional and behavioural support, fostering better classroom engagement and overall well-being.	Effective leadership in the Autumn Term allowed behaviour patterns to be closely monitored, resulting in timely and targeted support through nurture and wellbeing sessions for pupils requiring additional intervention.
Disadvantaged pupils will have equitable access to extracurricular and enrichment activities, fostering personal development, confidence, and aspiration.	Pupils engage in weekly choice-based enrichment activities, which promote motivation, participation, and enjoyment, with consistently high engagement observed among PP pupils.
Greater parental involvement in their children's education will support improved pupil outcomes and raise aspirations.	Through half-termly showcases, reading cafés, and parental events, parents, pupils, and staff actively participate in shared learning, strengthening home–school relationships and enhancing engagement for PP pupils.
Attendance rates for disadvantaged pupils will improve, closing the gap with their non-disadvantaged peers and ensuring better access to learning.	Attendance rates for PP pupils have improved to 93.75%, narrowing the gap with non-PP peers (95.81%). Individual PP pupils' attendance is now close to or in line with national averages, supporting consistent access to learning and progress.

External Provided Programmes

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.

Programme	Provider
Premier Sports Lunch Club	Premier Sports
Volunteers	N/A
Cluster Sports Events with schools outside of the federation	Acle Cluster Schools

Service Pupil Premium Funding (Optional)

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	

Further Information (Optional)

Measure	Details
Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.	