

# Pupil premium strategy statement – North Petherton Community Primary School

This statement details our school’s use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Name of School	North Petherton Community Primary School
Number of pupils in school	410
Proportion (%) of pupil premium eligible pupils	70 pupils (17%)
Academic year/years that our current pupil strategy plan covers (3-year plans are recommended)	2025-2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Melanie Lawson
Pupil premium lead	Sarah Lawrie
Governor / Trustee lead	Jan Strawbridge

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£113,110
Recovery premium funding allocation this academic year <i>Recovery premium received in academic year 2024/25 cannot be carried forward beyond August 31, 2025.</i>	£0
Pupil premium funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<b>Total budget for this academic year</b>	<b>£113,110</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At North Petherton Community Primary School, we have high expectations for all pupils and are committed to ensuring that every child fulfils their potential academically, socially, and emotionally. We believe that high-quality teaching, strong partnerships with parents, and a personalised approach to meeting individual needs are fundamental to pupil success. Our aim is for all pupils, regardless of background or disadvantage, to make strong progress and achieve high attainment across the curriculum.

Our ultimate objective is to remove barriers to learning so that all disadvantaged pupils achieve well, irrespective of their starting points or prior attainment. This includes supporting pupils who are already high attainers to continue to excel.

Our strategy is firmly rooted in the EEF Pupil Premium guidance, with a clear focus on the following key principles:

### 1. High-Quality Teaching

Quality First Teaching is at the heart of our approach and is recognised as having the greatest impact on closing the attainment gap. Teaching is carefully adapted to meet the needs of disadvantaged pupils, with a focus on challenge, effective feedback, and the development of pupils' metacognitive skills. These approaches benefit all pupils while having a particularly strong impact on those who are disadvantaged.

### 2. Targeted Academic Support

We use robust diagnostic assessment to accurately identify pupils' needs and provide timely, evidence-based interventions. Support is responsive to both common barriers and individual circumstances and is reviewed regularly to ensure it remains effective and impactful.

### 3. Wider Strategies and Wellbeing

We recognise that pupils' wellbeing is integral to their ability to thrive and succeed in school. As a Trauma-Informed School, we place strong emphasis on creating a safe, nurturing environment that supports pupils' emotional regulation, resilience, confidence, and engagement with learning. This holistic approach positively influences behaviour, attendance, and academic outcomes.

Our curriculum is rich and varied, designed to engage pupils and inspire them to achieve, while wider strategies are implemented to overcome social, emotional, and practical barriers to learning.

### Whole-School Responsibility and Review

Our approach is underpinned by high expectations and a shared commitment from all staff to improving outcomes for disadvantaged pupils. Pupil progress is closely monitored, and early intervention is implemented where need is identified. Non-disadvantaged pupils' attainment is sustained and improved alongside progress for disadvantaged pupils.

The Pupil Premium budget enables us to plan provision annually in response to the needs of the current cohort. Regular review of impact ensures that strategies are refined and adapted to

maximise effectiveness and secure positive outcomes for disadvantaged pupils across the school.

We will achieve these aims through:

### **Quality of Education**

- Quality First Teaching will be prioritised as the most effective way to improve outcomes for disadvantaged pupils.
- Teaching will be adapted using diagnostic assessment to meet individual needs.
- Pupils will be appropriately challenged, including those who are disadvantaged and high attainers.
- A rich, ambitious curriculum will be delivered ensuring strong engagement and progress for all pupils.

### **Behaviour and Attitudes**

- Targeted wellbeing and regulation support will:
  - Enable pupils to engage positively with learning
  - Result in reduced incidents of dysregulation thus supporting improved focus and classroom readiness.
  - Ensure high expectations are consistently applied across the school.

### **Personal Development**

- Wider strategies will support pupils' confidence, resilience, independence, and social development.
- As a Trauma-Informed School, pupils will feel safe, supported, and able to thrive.
- Opportunities beyond the classroom will enrich pupils' experiences and remove barriers linked to disadvantage.

### **Leadership and Management**

- Leaders will use evidence-based approaches informed by the EEF.
- Pupil Premium funding is strategically planned, monitored, and reviewed for impact.
- All staff will take shared responsibility for disadvantaged pupils' outcomes.
- Provision is adapted annually in response to the needs of the current cohort.

## Challenges

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

Challenge number	Detail of challenge
1	<p>Disadvantaged pupils continue to demonstrate lower levels of attainment and slower rates of progress compared to non-disadvantaged pupils. Currently, 17% of pupils are eligible for Pupil Premium funding.</p> <p>Attainment data indicates that a significant proportion of these pupils are not on track to meet age-related expectations, particularly in literacy.</p> <p>Specifically, 30.3% are not expected to meet age-related expectations in reading, 28.4% in writing, and 20.6% in mathematics. These figures highlight a clear need to prioritise targeted support, particularly in reading and writing, to accelerate progress and close the attainment gap.</p>
2	<p>Although some Pupil Premium children are well-supported with reading at home and reading is well supported across the school, most teachers report low levels of reading at home for Pupil Premium children and other disadvantaged children. <sup>(1)</sup></p>
3	<p>Disadvantaged children do not have the same access to enrichment activities outside of school and there is a lower take-up of after-school club provision. This means they need opportunities to experience and rich and varied curriculum and support to attend clubs. <sup>(1)</sup></p>
4	<p>Some disadvantaged children demonstrate poor resilience and self-esteem which has a negative impact on learning behaviours in and out the classroom. Whilst a lot of work has been done to train staff to ensure consistent behaviour expectations and responses across the school using a Trauma Informed School approach to SEMH, this still needs further development. <sup>(1)</sup></p>
5	<p>Pupil Premium children in the school, on average, have a lower attendance and are more likely to be subject to persistent absenteeism. This will have an impact on how they experience school and their progress. Their attendance is, on average, 3.6% lower than their peers <sup>(2)</sup></p>

## 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
<ul style="list-style-type: none"> <li>Disadvantaged pupils sustain at least the level of attainment achieved at the end of the previous academic year and key stage across the core subjects.</li> <li>Disadvantaged pupils who have fallen behind make accelerated progress and surpass their prior attainment through targeted, high-</li> </ul>	<ul style="list-style-type: none"> <li>By the end of the Summer term, 80% of pupils eligible for Pupil Premium will have made at least expected progress across the year.</li> <li>End-of-year data will also demonstrate that 20% of disadvantaged pupils have made accelerated progress.</li> <li>Analysis of intervention provision will show a positive impact on disadvantaged pupils' learning, with at least 80% meeting expected progress</li> </ul>

<p>quality interventions, closely monitored by the SENDCo and curriculum leaders.</p>	<p>against intervention targets and 20% exceeding these targets through accelerated progress.</p>
<ul style="list-style-type: none"> <li>• Pupils benefit from a broad and engaging curriculum that provides a wide range of experiences, enabling them to contextualise their learning effectively.</li> <li>• Pupils have access to educational visits, trips, and enrichment opportunities that broaden their life experiences, supporting personal development and the acquisition of cultural capital.</li> </ul>	<ul style="list-style-type: none"> <li>• The curriculum provides pupils with engaging, varied, and appropriately challenging learning experiences. Pupil voice and questionnaire outcomes demonstrate that pupils enjoy school, are motivated to learn, and develop a strong love of learning.</li> <li>• Teachers and support staff plan and deliver a wide range of educational visits and enrichment experiences that enhance, inspire, and make learning meaningful and memorable.</li> <li>• Pupils are exposed to a broad range of social, cultural, enrichment, and sporting opportunities that support their personal development and broaden their experiences.</li> </ul>
<ul style="list-style-type: none"> <li>• Pupils and families with identified social, emotional, or health needs are effectively supported by school staff, ensuring that barriers to learning are reduced or removed.</li> <li>• Vulnerable pupils with behavioural or emotional needs are supported to successfully access the curriculum, remain within their classrooms, and make good progress across all core subjects.</li> <li>• Pupils develop and apply strategies to regulate their emotions and manage their learning behaviours effectively.</li> <li>• Pupils have timely access to emotional literacy and wellbeing support when required.</li> </ul>	<ul style="list-style-type: none"> <li>• The PFSA, SENDCo, and Headteacher work collaboratively to identify and support children and families, with at least 80% of pupils with an Early Help Assessment (EHA) making good or better progress.</li> <li>• The Behaviour Team supports staff in effectively managing learning behaviour within the classroom and provides targeted support for vulnerable pupils, including the development of emotional literacy and the use of de-escalation strategies.</li> <li>• As a result of this provision, all pupils make at least expected progress in the core subjects, with 20% achieving accelerated progress.</li> <li>• All pupils identified as requiring ELSA support are able to access classroom learning and make at least good progress.</li> </ul>
<ul style="list-style-type: none"> <li>• Attendance for disadvantaged pupils meets national expectations, including a reduction in persistent absence.</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance for disadvantaged pupils will be in line with national averages for non-disadvantaged pupils.</li> <li>• Regular monitoring and targeted support by the Attendance Lead will result in improved attendance for pupils eligible for Pupil Premium and a reduction in persistent absence.</li> </ul>

## 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: £32,600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Maths Training</b> Through staff training available for all staff and targeted coaching for teachers</p>	<p>Research from the Education Endowment Foundation (EEF) <sup>(3)</sup> states that ‘excellent maths teaching requires good content knowledge, but this is not sufficient. Excellent teachers also know the ways in which pupils learn mathematics and the difficulties they are likely to encounter, and how mathematics can be most effectively taught.’</p>	1
<p><b>Mental Health Awareness and Trauma Informed Schools Training</b> Through staff training available for all staff and targeted courses/coaching for teachers</p>	<p>Research from the EEF <sup>(4)</sup> indicates that ‘when messages, routines and strategies are aligned across the classroom and whole-school setting, students learn and apply social and emotional skills more rapidly and more effectively.’</p>	4, 5
<p><b>Whole school approach to emotion coaching technique, restorative conversations with children.</b> This ensures that staff will understand the needs of children and have a better understanding of SEMH needs</p>	<p>Staff CPD evidenced through Performance Management 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):</p>	1, 3 and 4
<p><b>Additional SENDCo Support</b> To target Pupil Premium and disadvantaged children</p>	<p>The EEF <sup>(5)</sup> states that ‘Pupils with Special Educational Needs and Disability (SEND) have the greatest need for excellent teaching and are entitled to provision that supports achievement at, and enjoyment of, school. The attainment gap between pupils with SEND and their peers is twice as big as the gap between pupils eligible for free school meals and their peers. However, pupils with SEND are also more than twice as likely to be eligible for free school meals.’</p>	1, 2

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

Budgeted cost: £21,229

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p><b>Skilled and Targeted Intervention Support</b></p> <p>Provision made for targeted support for disadvantaged pupils in small groups.</p>	<p>Research from the EEF <sup>(6)</sup> highlights the positive effects of high quality, targeted TA interventions on pupil progress, leading to an additional 4 months' progress on average per pupil.</p>	<p>1, 2</p>
<p><b>After-School Tutoring</b></p> <p>Teachers employed to provide after-school tutoring for disadvantaged Year 6 pupils.</p>	<p>The EEF <sup>(7)</sup> state that 'The research is clear – done well, and aligned to high quality teaching, tutoring can be hugely successful in accelerating progress for struggling learners. It is also one of the best evidenced interventions we have to support disadvantaged pupils' attainment.'</p>	<p>1</p>
<p><b>Speech and Language One-to-One Support</b></p> <p>Targeted support for disadvantaged pupils to raise attainment in reading and spoken language development</p>	<p>Research from the EEF <sup>(8)</sup> has found that: communication and language approaches typically have a very high impact and increase young children's learning by seven months.</p>	<p>1, 2</p>

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

**Budgeted cost: £64,524**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><b>Attendance team</b></p> <p>Deployment of staff to support families to improve attendance and persistent absenteeism and <i>to ensure that parents are made aware of expected attendance levels when they fall below 90%.</i></p>	<ul style="list-style-type: none"> <li>• Research has shown that high levels of school attendance link directly to pupil attainment and behaviour (10)</li> </ul>	<p>4</p>
<p><b>Behaviour Team/ELSA support</b></p> <p>Staff are employed and trained as a behaviour team to support children to regulate themselves, express their emotions and access learning in the classroom.</p>	<p>Research from the EEF <sup>(9)</sup> suggests that social and emotional skills support effective learning and are linked to positive outcomes later in life.</p> <p>Evidence from the EEF's Teaching and Learning Toolkit suggests that effective</p>	<p>1, 4 and 5</p>

<p><b>Forest School and Sporting Activities (Using Inspired Schools and Two Part-Time Forest School Leaders)</b> Targeted pupil premium and disadvantaged children are taught in small groups to help them to self-regulate and in turn improve learning behaviours</p>	<p>SEL can lead to learning gains of +4 months over the course of a year</p>	
<p><b>Art Therapy Sessions</b> To support children with Social and Emotional Literacy</p>		<p>1, 3, 4 and 5</p>
<p><b>Daily Nurture Group</b> To support children with high SEMH needs</p>		<p>1, 3, 4 and 5</p>
<p><b>Lunchtime Well-Being Group</b> To improve social interactions at lunchtime and create a safe space for all and to ensure that:</p> <ul style="list-style-type: none"> <li>• An increased number of children are engaged in constructive, co-operative activities</li> <li>• Children and families feel children’s needs are met through accessible provision</li> <li>• There are fewer behaviour incidents at lunchtime</li> </ul>		<p>3, 4 and 5</p>
<p><b>Funding for clubs, trips and events</b> To support children to access extra-curricular and enrichment activities. To provide wrap-around support for families to enable parents to work.</p>	<p>Research from the Sutton Trust shows that ‘Essential life skills such as confidence, motivation, resilience and communication are associated with better academic outcomes.’ But there are ‘substantial socio-economic gaps in access to extra-curricular activities, with pupils from disadvantaged backgrounds less likely to take up activities than their better off peers.’ <sup>(12)</sup></p>	<p>1, 2 and 3</p>

**Total budgeted cost: £118,353**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Detail of challenges and outcomes:

- 1) **Disadvantaged children generally have lower attainment and slower progress rates compared to other children.**

Attainment - Analysis of our 2025 end-of-key-stage statutory assessments reveals that the academic performance of disadvantaged students remains lower than that of their non-disadvantaged peers. Additional support is being targeted for current year 6 PP children. We remain committed to working hard to accelerate progress for all pupil premium and disadvantaged pupils this year, through providing quality first teaching and classroom practice and targeted interventions and support.

- 2) **Although some Pupil Premium children are well-supported with reading at home and reading is well supported across the school, most teachers report low levels of reading at home for Pupil Premium children and other disadvantaged children.**

The school provided support to disadvantaged children in each year group, enabling them to participate in school trips and enjoy educational visits and activities, such as a theatre performance and special themed days throughout the year. Additionally, children and families received assistance through wrap-around support services and school early help.

- 3) **Disadvantaged children do not have the same access to enrichment activities outside of school and there is a lower take-up of after-school club provision.**

- 4) **Some disadvantaged children demonstrate poor resilience and self-esteem which has a negative impact on learning behaviours in and out the classroom.**

Pastoral support plans have successfully provided students with the necessary support and clear targets, enabling them to spend more time in the classroom benefiting from high-quality teaching. These interventions have concentrated on building resilience, self-esteem, and self-regulation. Feedback from both students and parents indicates that these initiatives have helped students better understand their emotions, how they learn, and how to engage with their learning in a more focused manner.

- 5) **Pupil Premium children in the school, on average, have a lower attendance and are more likely to be subject to persistent absenteeism.**

The school appointed an Attendance Lead to work with children and families to raise attendance levels in the school.

Attendance – Our average attendance for 2024-2025 was lower than the national average. The average for North Petherton Community Primary School was 91.7% (all 95.3%) compared to the National average of 92.6% (all 94.9%).

## Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
Forest School well being sessions	Inspired Schools

### Evidence Sources:

- (1) Identified in a Survey of Pupil Needs November 2024.
- (2) Attendance figures from 20/11/24
- (3) [Improving Mathematics in Key Stages 2 and 3 | EEF](#)
- (4) [EEF Social and Emotional Learning.pdf](#)
- (5) [EEF Special Educational Needs in Mainstream Schools Guidance Report.pdf](#)
- (6) [Teaching Assistant Interventions | EEF](#)
- (7) [Tutoring Guide 2022 V1.2.pdf](#)
- (8) [Communication and language approaches | EEF](#)
- (9) [Improving Social and Emotional Learning in Primary Schools | EEF](#)
- (10) [Working together to improve school attendance - August 2024.pdf](#)
- (11) [Every Child Matters](#)
- (12) [https://www.suttontrust.com/wp-content/uploads/2017/10/Life-Lessons-Report\\_FINAL.pdf](https://www.suttontrust.com/wp-content/uploads/2017/10/Life-Lessons-Report_FINAL.pdf)