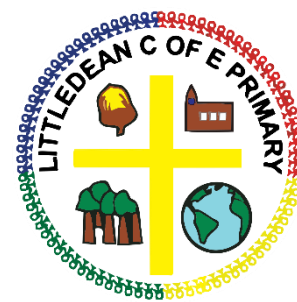


Pupil premium strategy statement: 2025-26



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.

School overview

Detail	Data
School name	Littledean CE Primary School
Number of pupils in school	59
Proportion (%) of pupil premium eligible pupils	29%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025/26 2026/27 2027/28
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Hayley McGoldrick
Pupil premium lead	Hayley McGoldrick
Governor lead	Kelly Hall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£25,160
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	£25,160

Part A: Pupil Premium Strategy Plan

Statement of intent

At Littledean Church of England Primary School, our aim is to be an integral part of the wider community. We foster independence and a lifelong love of learning in an environment where each individual is valued for who they are and the unique contributions they bring. Guided by our Christian vision of 'Loving one another, building each other up,' we strive to support our children, staff, and extended school community to flourish and reach their full potential.

We are committed to providing high-quality teaching that meets the individual needs of every child. Through the recruitment of exceptional staff, ongoing professional development, rigorous monitoring, and a willingness to embrace new ideas, we aim to ensure that all pupils receive an education tailored to their unique needs. Key interventions and approaches are implemented at a whole-school level, extending beyond just pupils eligible for the Pupil Premium. Some specific interventions and school initiatives have been made possible by allocating the Pupil Premium and/or Recovery Premium funding. This Pupil Premium strategy outlines our approach to ensuring that disadvantaged pupils achieve their full potential and make consistent progress.

Our ultimate objectives for disadvantaged pupils are:

- To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- To ensure that disadvantaged pupils make progress in line with or exceeding that of non-disadvantaged pupils.
- To support the health and wellbeing of our pupils, enabling them to access learning at an appropriate level.

Funding is allocated within the school budget by financial year. When making decisions about allocating our Pupil Premium Funding, we have analysed our data thoroughly and have made use of a range of research, such as the Education Endowment Foundation and The Sutton Trust. Expenditure is reviewed, planned and implemented by academic year as shown within this strategy plan.

Challenges

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

Challenge number	Detail of challenge
1	Pupils and their families have social and emotional difficulties, including medical and mental health issues. Many pupils experience low self-esteem and difficulties with social skills and managing their own emotions. 81% of pupils eligible for Pupil Premium have 3+ identified Adverse Childhood Experiences. 25% have 7+ ACEs. This can result in difficulty with emotionally self-regulating and being ready to learn.
2	A significant proportion of pupils eligible for Pupil Premium funding are also on our SEND register – 19%; A large proportion of pupils on our SEND register are also eligible for Pupil Premium – 21%.
3	Narrowing the attainment gap across reading (-16%), phonics – year 2 retake; and writing (-11%).
4	Pupils have limited experiences beyond their home life and immediate community.
5	Poor parental engagement with reading and mental arithmetic.
6	Pupils often do not bring in snacks for mid-morning break. This results in pupils struggling to concentrate, learn and make progress.

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
Pupils feel happy and safe.	<ul style="list-style-type: none"> • Signposting to external support is in place through MHL. • Pupils are observed using self-regulation strategies. • Pupils demonstrate resilience. • ELSA is being fully implemented.
SEND pupils make steady progress and reach their My Plan targets.	<ul style="list-style-type: none"> • My Plans are in place and shared with all stakeholders (teacher, TA, SENCO, parents). • Interventions are in place. Baseline and end of intervention data shows expected/accelerated progress. • Pupils reach their My Plan targets.
Word reading and writing outcomes have improved in EYFS.	<ul style="list-style-type: none"> • More pupils reach Expected for word reading and writing in EYFSP.
Phonics teaching is consistently good or outstanding and year 1 pupils (and year 2 resits) pass the phonics screening.	<ul style="list-style-type: none"> • All staff are trained to use the Little Wandle programme. • Pupils are applying phonic learning to reading and writing tasks. • % of disadvantaged pupils passing the phonic screening check is in-line with non-disadvantaged pupils and national data. • % of disadvantaged pupils passing the year 2 phonics resit is in-line with non-disadvantaged pupils and national data.
The data for disadvantaged pupils for progress and attainment will be broadly in-line with non-disadvantaged pupils in reading, writing and maths across the school.	<ul style="list-style-type: none"> • The progress and attainment gaps will close between disadvantaged and non-disadvantaged pupils. • The % of all pupils attaining the expected standard in KS2 SATs for reading, SPaG and maths is broadly in-line with national data.
Pupils will enjoy the range of enrichment activities we have on offer at Littledean CE Primary	<ul style="list-style-type: none"> • Pupils will attend after school sporting and art clubs. • All pupils will have the opportunity to attend trips which enhance their learning.
Parents will support pupils reading and maths development at home.	<ul style="list-style-type: none"> • The % of pupils reading to a parent at home will increase – this will be recorded in reading records. • Pupils reading ages will increase. • TTRS will continue to be promoted across the school. • Key Instant Recall Facts (KIRFs) will be introduced to enhance parental engagement in mathematics and to improve pupils' fluency and recall of essential mathematical facts.
Pupils are fully prepared for a day of learning.	<ul style="list-style-type: none"> • Pupils will make good progress within lessons as their nutritional needs will have been met.

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: £12,160

Activity	Evidence that supports this approach	Challenge number(s) addressed
Continue the model of observation/CPD/follow up introduced through English Hub Mangotsfield the previous years to ensure continued effective phonics teaching.	Little Wandle Phonics EEF (educationendowmentfoundation.org.uk)	2, 3
Teaching Assistants/HLTAs for targeted support across all classes.	EEF Small Group Tutoring	2, 3
High quality teaching for all pupils. TA CPD is ongoing for maths and English by subject leaders and SLT through termly twilight sessions and WGSP. Maths and English are high priority on the school development plan.	1. High-quality teaching EEF (educationendowmentfoundation.org.uk) Glow Maths – teaching for Mastery programme. NCETM Mastering Number Programme	2, 3
ELSA CPD/Supervision (Emotional Literacy Support Assistant)	Evaluation Reports – ELSA Network	1
CPD – emotional regulation (delivered by the Educational Psychologist)	Zones of regulation Emotion Coaching UK Blogs	1

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted intervention for phonics, times tables, reading comprehension, GPS and maths.</p> <p>One TA shared across Maple and Chestnut Classes (KS2) 4x afternoons per week for interventions.</p> <p>One TA full time in Holly Berries (R/yr.1/yr.2)</p>	<p>EEF Small Group Tutoring Reading comprehension strategies EEF (educationendowmentfoundation.org.uk) Phonics improves the accuracy of the pupil's reading but not necessarily their comprehension. It is important that children are successful in making progress in all aspects of reading including comprehension Intervene and Improve Reading, GPS & Maths - Shine Interventions (risingstars-uk.com)</p>	2, 3
<p>To continue to raise the profile of reading across the school, including reading for pleasure.</p> <p>Continue to purchase of books related to class reader authors.</p>	<p>Reading Outcomes Framework National Literacy Trust Reading for pleasure early in childhood linked to better cognitive performance and mental wellbeing in adolescence University of Cambridge</p>	3, 4
<p>Continue to subscribe to Letter Join (handwriting programme).</p>	<p>Letter-join. Cursive handwriting resource for school and home. (letterjoin.co.uk) During in-house writing moderation, we found that a significant number of pupils were not meeting age-related expectations (ARE) due to weaknesses in handwriting skills, with common issues including incorrect letter formation and joining.</p>	3
<p>Continue to subscribe to TTRock Stars and set up tournaments throughout the year. Provide opportunities for pupils to practice skills outside of the maths lessons – lunchtimes, after school.</p>	<p>FILEY JUNIOR SCHOOL, ENGLAND – Times Tables Rock Stars (trockstars.com) Times Tables RockStars - SHINE (shinetrust.org.uk)</p>	3, 5
<p>Introduce KIRFs (Key Instant Recall Facts) – electronic and paper copies to be sent home to encourage parental engagement.</p>	<p>Number sense maths research Key Instant Recall Facts (KIRFs) are important because they help pupils develop rapid and accurate recall of essential mathematical facts, such as number bonds, times tables, and key calculations. This automaticity supports mental agility, builds confidence, and enables pupils to focus on more complex problem-solving tasks, ultimately strengthening overall mathematical fluency and understanding.</p>	3, 5

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

Budgeted cost: £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Coolmilk	Why milk is great for children Cool Milk This provides a nutritional boost mid-morning helping pupils to concentrate and learn.	6
Extra fruit for KS2 for snack time.	What Are the Benefits of Children Eating Snacks During School? (sfgate.com) This provides a nutritional boost mid-morning helping pupils to concentrate and learn.	6
After school enrichment.	Physical activity EEF The value of after school clubs for disadvantaged children (ncl.ac.uk)	4
GLEAM (Growth and Learning Equine Assisted Ministry)	GLEAM uses equine-facilitated activities as a tool for self-development and education, with a focus on the present moment. Skills include non-verbal communication, assertiveness, creative thinking, problem-solving, leadership, teamwork, relationship skills, confidence and resilience. https://www.leapequine.com/about-leap-equine/	1
ELSA delivery	Research-Project-Gloucestershire.pdf (elsanetwork.org) Social and emotional learning EEF Our trained ELSA will offer blocks of group support to children who need additional strategies in order to address specific SEMH needs.	1
Mental Health Lead Practitioner (MHL)	Social and emotional learning EEF Adverse Childhood Experiences (ACEs): educational interventions Iriss HT_briefing_layoutvFINALvii.pdf (publishing.service.gov.uk) Disadvantaged pupils have many barriers to their learning because of their social and emotional needs. These need to be addressed so that the pupils are ready to access the school environment and to make progress in their learning. We consider addressing pupil's social and emotional needs to be fundamental to our work.	1
Subsidise trips.	School trips help schools succeed Education Business (educationbusinessuk.net) Outdoor adventure learning EEF (educationendowmentfoundation.org.uk) Although the impact is low in terms of learning, from a mental health and well being point of view and ensuring all pupils have the same opportunities we strongly believe this is a valid use of the funding.	4

Total budgeted cost: £25,160

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.

2024-2025 Pupil Characteristics (January 2025):

	No. in Cohort	PP	SEND
YR	7	1	1
Y1	9	2	3
Y2	5	4	5
Y3	13	4	3
Y4	13	5	5
Y5	12	3	4
Y6	10	3	4

EYFS Data:

Area of Learning	Cohort %			PP %		
	2023	2024	2025	2023	2024	2025
Listening, attention and understanding	50	100	100	25	100	100
Speaking	50	100	100	25	100	100
Self-regulation	50	100	86	25	100	100
Managing self	50	100	100	25	100	100
Building relationships	50	100	100	25	100	100
Gross motor skills	66.7	100	100	50	100	100
Fine motor skills	66.7	75	100	50	100	100
Comprehension	50	87.5	100	25	100	100
Word reading	33.3	62.5	100	25	100	100
Writing	33.3	62.5	71	25	100	100
Number	33.3	75	100	25	100	100
Numerical patterns	33.3	75	86	25	100	100

GLD

	All Pupils	PP	Non-PP
Littledean	71%	100%	67%
National	68.3%	51.3%	72.5%

Challenge 3: 100% of the pupils eligible for Pupil Premium funding in Early Years are **not on track** on entry to school in maths, Literacy, understanding the world, expressive arts and design, and communication and language.

Review:

During the academic year 2024–25, Reception pupils and pre-school children were taught together in a small, mixed-age group. This setting was led by an effective class teacher supported by a well-qualified pre-school leader. The small class size enabled highly focused teaching and tailored interventions, ensuring that learning was closely matched to the individual needs of all pupils. As a result of this targeted provision, the cohort achieved a Good Level of Development (GLD) slightly above the national average. Additionally, the progress of disadvantaged pupils, including those eligible for Pupil Premium funding, was significantly higher

than national benchmarks. It is important to note, however, that this data reflects the performance of a very small group, with only one pupil in receipt of Pupil Premium funding, and should therefore be interpreted with caution.

In summary, while pupils eligible for Pupil Premium started below age-related expectations, the carefully planned and executed early years provision supported strong progress, demonstrating the positive impact of high-quality teaching, effective leadership, and targeted interventions.

Phonic Screening:

	Year 1			Year 1			Year 1		
	2023			2024			2025		
	All Pupils	PP	Non-PP	All Pupils	PP	Non-PP	All Pupils	PP	Non-PP
Littledean	64%	20%	89%	50%	25%	100%	88%	100%	86%
National	79%	66%	83%	80%	68%	84%	80%	67%	84%

Year 2 – resit	All Pupils	PP	Non-PP
School	0%	0%	-
National	89%		

Challenge 4: *Narrowing the attainment gap across reading (-10%), **phonics (-75%)** and writing (-7%).*

Review:

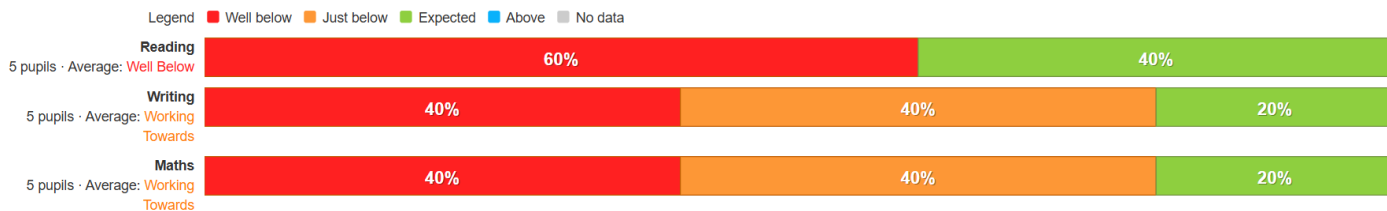
During the 2021-22 academic year, we adopted the DfE-validated systematic synthetic phonics programme, Little Wandle, to strengthen phonics instruction for all pupils. In 2022–23, we engaged with the English Hub at Mangotsfield Teaching School to further enhance the quality and consistency of our phonics teaching. A Lead Teacher from the Hub worked alongside our school's phonics lead to audit provision and co-construct a robust action plan. Since then, phonics has remained a whole-school priority. Progress is monitored regularly throughout the year, and targeted interventions are implemented promptly for any pupils identified as not being on track to meet the expected standard in the Phonics Screening Check (PSC).

While outcomes in 2023 indicated improvement in phonics for *all pupils*, this progress was not sustained in 2024. However, the 2025 data shows a reversal of the phonics gap, with disadvantaged pupils outperforming their peers by 14%. It is important to interpret this cautiously, as the 2025 year 1 disadvantaged cohort consisted of just one pupil eligible for the Pupil Premium grant.

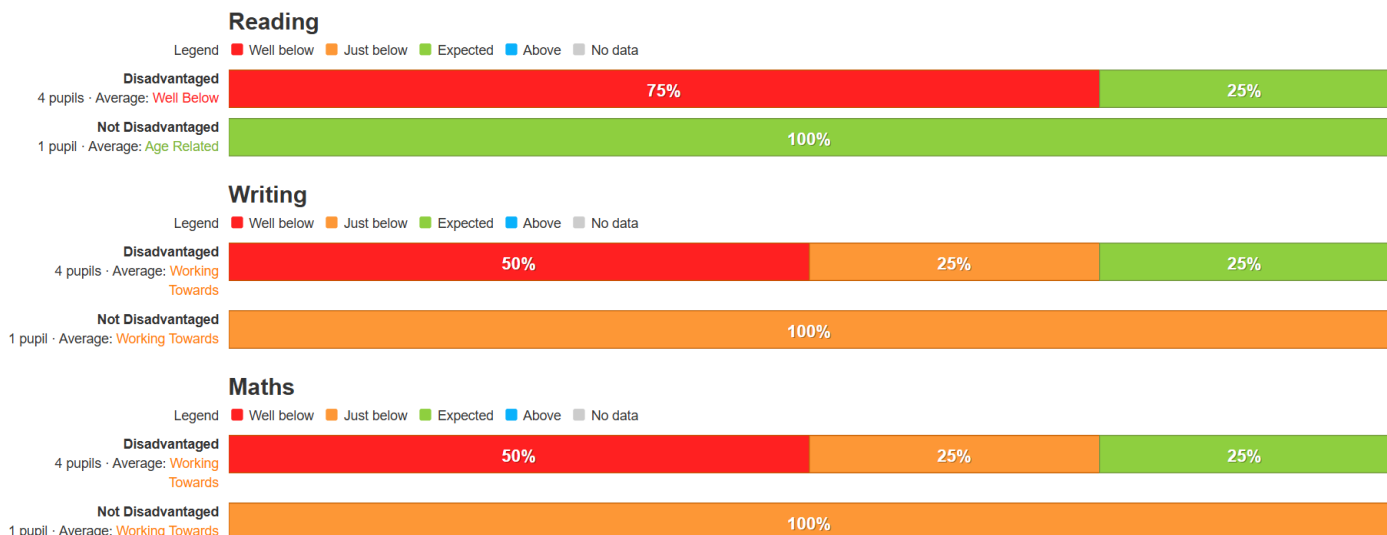
In relation to the Year 2 phonics screening check resits, only two pupils required a resit, and both were disadvantaged. Neither pupil achieved the expected standard in Year 2. Both pupils were also on the SEND register: one pupil received an EHCP by the end of Year 2, while the second pupil was on the EHCP assessment pathway. These additional needs significantly influenced the attainment profile of the disadvantaged cohort in year 2 phonics.

Overall, while there are emerging positive indicators – particularly in the most recent phonics outcomes – the small cohort size and the high proportion of pupils with significant SEND needs continue to contribute to variability in attainment data and highlight the need for sustained, targeted support.

End of KS1 Data: Attainment Overview for ALL Pupils – year 2



Attainment Overview for disadvantaged v not disadvantaged



KS2 SATs:

<u>Reading</u>	2023			2024			2025		
	All pupils	PP	Non-PP	All pupils	PP	Non-PP	All pupils	PP	Non-PP
School	88%	80%	91%	64%	40%	67%	70%	66%	71%
National	73%	60%	78%	74%	62%	80%	75%	63%	81%

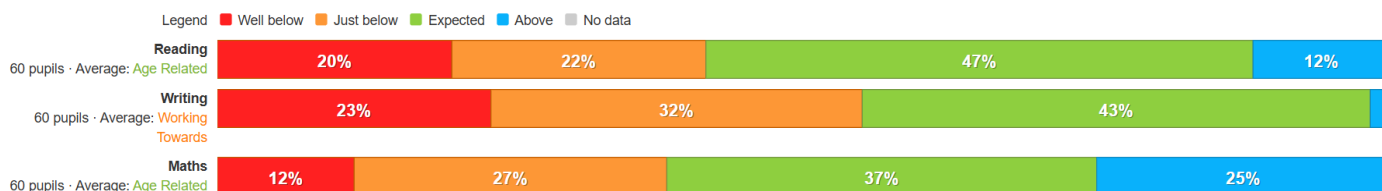
<u>Writing</u>	2023			2024			2025		
	All pupils	PP	Non-PP	All pupils	PP	Non-PP	All pupils	PP	Non-PP
School	56%	60%	55%	71%	60%	78%	70%	66%	71%
National	71%	58%	77%	72%	58%	76%	72%	59%	78%

<u>Maths</u>	2023			2024			2025		
	All pupils	PP	Non-PP	All pupils	PP	Non-PP	All pupils	PP	Non-PP
School	75%	80%	73%	29%	20%	33%	50%	66%	43%
National	73%	59%	79%	73%	59%	79%	74%	61%	80%

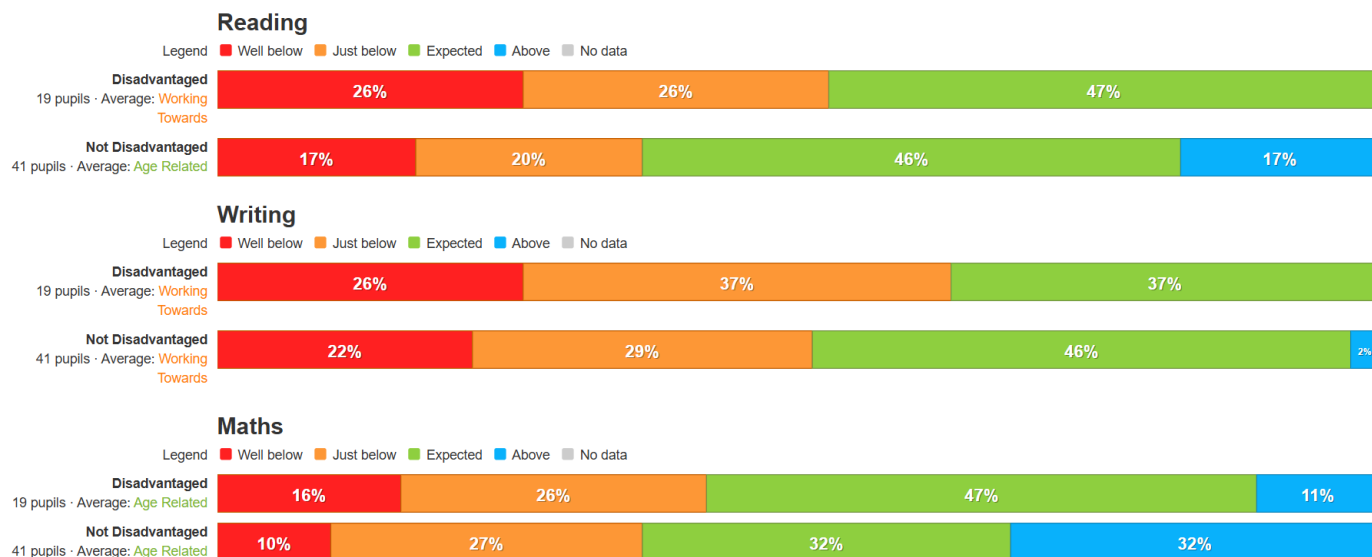
Year 4 MTC:

		2023	2024	2025
Score 25	School	10%	25%	42%
	National	29%	34%	37%
Mean – all pupils	School	19.9	17.17	20.5
	National	20.2	20.6	21
Mean - PP	School	24	24.5	21.2
	National	18.3	18.9	19.3
Mean – Non-PP	School	19.4	15.7	20
	National	20.9	21.3	21.7

Whole School Data: All Pupils in Year 1 to Year 6



Attainment comparison between disadvantaged and non-disadvantaged pupils.



Challenge 4: Narrowing the attainment gap across reading (-10%), phonics (-75%) and writing (-7%).

Review:

The whole school data highlights a continuing attainment gap between disadvantaged and non-disadvantaged pupils across core subjects:

- **Reading** – The gap has increased to -16%.
- **Writing** – The gap has slightly increased to -11%.
- **Maths** – The gap continues to favour the Pupil Premium group, with a positive difference of +6% (same as previous year).

We are pleased with the outcomes of the Year 4 Multiplication Tables Check (MTC). The gap between the school mean and the national mean has continued to close, with only a -0.5 difference this year. The proportion of pupils achieving full marks has increased significantly by 17%, rising to 45%. This represents the first year in which the school has exceeded the national average of 37%.

Daily maths fluency remains a key priority across all year groups. In Reception and Years 1 and 2, pupils regularly participate in counting songs and rhymes, and from 2025–26 we have introduced the NCETM *Mastering Number* programme to further strengthen early number sense. In Key Stage 2, daily times-tables practice is firmly embedded within classroom routines, both as lesson starters and through additional fluency sessions. This includes the ongoing use of *Fluent in 5* in Chestnut Class and *Fluent in 15* in Maple Class.

The use of TT Rock Stars across Key Stage 2 continues to enhance pupil engagement and parental involvement, providing further support for fluency and rapid recall of multiplication facts.

The end of Key Stage 2 statutory data shows overall attainment in mathematics for all pupils has increased by 21% compared to the previous year, although it remains below the national average. The gap between disadvantaged and non-disadvantaged pupils in mathematics was 23%; however, the gap between disadvantaged pupils and the national disadvantaged cohort has narrowed substantially, from 39% (2024) to just 5% (2025). This improvement reflects the impact of targeted interventions delivered during 2024–25. Teaching Assistants provided two weekly sessions tailored to the individual needs of each pupil, with particularly strong progress observed in arithmetic.

The end of KS2 statutory attainment data for reading and writing shows the school's disadvantaged pupils are broadly in line with national disadvantaged data, with writing outcomes slightly exceeding national expectations. These results demonstrate the effectiveness of carefully planned, targeted support in raising achievement and closing attainment gaps for disadvantaged pupils.

HLTAs and TAs continue to play a vital role in supporting teaching and learning across all classes. Throughout the year, they have engaged in a range of CPD opportunities, including continued re-fresher training on Little Wandle and the effective use of manipulatives in mathematics. Their ongoing professional development has strengthened the quality of provision offered to pupils.

HLTAs and TAs deliver high-quality in-class support as well as targeted interventions, ensuring that all learners, including those eligible for Pupil Premium funding, receive timely and appropriate support to enable them to make strong progress.

During 2022–23 and 2023–24, we subscribed to the Boom Reader app (Challenge 6), which initially succeeded in reinvigorating reading engagement across the school. However, sustained parental and pupil engagement was not maintained during 2023–24. Consequently, the decision was made to discontinue the app for 2024–25 and revert to a paper-based reading record.

The impact of the paper-based approach has been variable, with some parents consistently supporting and recording their child's reading, while others remain less engaged. We continue to use the paper-based log this year and are actively promoting its use through the school newsletter and during parental consultations, with the aim of strengthening home–school collaboration in reading.

To promote a strong culture of reading for pleasure, our library provision has been significantly enhanced in line with the *Reading Framework*. Key improvements include the introduction of forward-facing book displays, the organisation of texts by author and genre, a more carefully curated selection of high-quality books, and refreshed visual displays. These developments have made the library space more welcoming, accessible, and engaging for pupils, encouraging greater independent exploration of texts.

Quality book talk is now embedded across the school. Pupils regularly discuss the books they are reading, share recommendations with their peers, and demonstrate an increasing awareness of a range of authors and writing styles. Teachers have further strengthened this by deliberately selecting high-quality class texts that broaden pupils' literary experiences and support vocabulary development.

This academic year, pupils in Years 5 and 6 will attend the Cheltenham Literature Festival, providing them with valuable exposure to a nationally recognised cultural event. This experience will broaden pupils' understanding of the literary world, inspire a deeper interest in reading and writing, and enable them to engage with authors, texts, and ideas beyond the classroom. (This also addresses Challenge 5).

Challenge 1: *Pupils and their families have social and emotional difficulties, including medical and mental health issues. Many pupils experience low self-esteem and difficulties with social skills and managing their own emotions. 67% of pupils eligible for Pupil Premium have 3+ identified Adverse Childhood Experiences. 32% have 7+ ACEs. This can result in difficulty with emotionally self-regulating and being ready to learn.*

Review:

Our Mental Health Lead Practitioner/Family Support Worker (MHL/FSW) continues to play a pivotal role within Littledean CE Primary School, providing comprehensive support to both pupils and families. She is highly regarded by staff, pupils, parents, and external professionals for her professional expertise and approachable manner. Her work enables pupils to articulate and address issues affecting their wellbeing, fostering improved communication and emotional resilience. Families benefit from timely and tailored support, and parental engagement with the service remains consistently strong. Feedback from external agencies, including Social Care, reflects the high quality and effectiveness of the MHL/FSW's early intervention work. Parents also report that her input has had a positive and meaningful impact on family life.

Our Emotional Literacy Support Assistant (ELSA) works in close partnership with the MHL/FSW, delivering structured blocks of group and 1:1 sessions for pupils requiring additional strategies to manage their social, emotional, and mental health (SEMH) needs. This coordinated approach ensures that vulnerable pupils receive targeted, high-quality support that promotes their wellbeing and enables them to fully access learning.

Challenge 5: *Pupils have limited experiences beyond their homelife and immediate community.*

Review:

During the 2024–25 academic year, 57% of pupils eligible for the Pupil Premium Grant attended an after-school club. Additional Teaching Assistants were employed to ensure equitable access, enabling pupils to participate in activities that aligned with their interests and individual needs.

Educational visits were subsidised across the school to ensure all pupils could benefit from enrichment opportunities beyond the classroom. Class teachers were proactive in securing bursary-funded experiences. For example, Maple Class visited the Slimbridge Wildfowl Trust through the Generation Wild bursary programme, providing pupils with valuable outdoor learning and environmental education.

Challenge 7: *Pupils often arrive hungry due to no or little breakfast. Pupils often do not bring in snacks for mid-morning break. This results in pupils struggling to concentrate, learn and make progress.*

Review:

Additional fruit continues to be provided for pupils in Key Stage 2 during break times, and for breakfast where pupils report having not eaten before school. This provision supports pupils' readiness to learn and contributes to improved focus and engagement during lessons.

Externally provided programmes

Programme	Provider
Little Wandle	Little Wandle

Service pupil premium funding

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	GLEAM offers equine-facilitated activities as a means of promoting self-development and learning, with an emphasis on mindfulness and being present in the moment. Through these activities, pupils develop a range of skills, including non-verbal communication, assertiveness, creative thinking, problem-solving, leadership, teamwork, relationship-building, confidence, and resilience. https://www.leapequine.com/about-leap-equine/
What was the impact of that spending on service pupil premium eligible pupils?	Pupils have opportunities to talk to trusted adults and learn skills which they have been able to transfer to their daily lives.