



Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	
School name	Caldecote Primary School
Number of pupils in school	191
Proportion (%) of pupil premium eligible pupils	14% (Targeted FSM)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2026-2029
Date this statement was published	September 2026
Date on which it will be reviewed	Annually
Statement authorised by	Meriel Strange Headteacher
Pupil premium lead	Debbie Heijne Inclusion Lead
Governor	Mary-Ann Claridge

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£42,530
Recovery premium funding allocation this academic year	£1,087
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year – 2024-2025 If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£43,617



Part A: Pupil premium strategy plan

Statement of intent

We value the diversity of culture and backgrounds our pupils bring, recognising and celebrating their strengths by providing a broad curriculum, inclusive of additional enriching experiences. The 'Pupil Premium' label gives us very little information about a pupil, it is only through our strong relationships with families that we understand their personalised, and often multiple, barriers to their learning. With this in mind we aim to:

- Identify the multiple layers of difficulty some families have in accessing the support they and their child needs
- Motivate pupils to maintain good attendance
- Engage and support pupils individualised learning so they can overcome barriers and achieve the best results they can in reading, writing and maths
- Provide pupils with access to a broad curriculum beyond the National Curriculum
- Reduce the barriers parents experience when seeking support or enrichment for their child/children
- Equip children from an early age to build vocabulary, language and conversational skills
- Recognise and encourage individual pupils' success and areas of strength
- Provide high quality intervention and support for those suffering poor mental health

There is a joined-up approach across SLT to improving outcomes for pupils with Pupil Premium. The progress of vulnerable groups is monitored through robust tracking regularly across the school year by the Headteacher with half termly pupil progress meetings and actions in response. The inclusion lead ensures the profile of Pupil Premium is visible and that barriers for our pupils are understood within our specific context. Strong parent partnerships are prioritised with regular proactive contact made to promptly address any initial concerns or areas where the school can offer support where it is required.

"The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them." (EEF)

Research tells us that the biggest impact can be made through the high quality, everyday provision in-class so we are investing in coaching around Teaching and Learning with a focus on improving outcomes for Pupils Premium, providing responsive CPD and a collaborative approach so teachers are well equipped to make necessary adaptations.

Knowing our pupils well is the first step to providing what is needed for them to thrive. Pupil Premium pupils often have multiple, layered barriers which, if remain hidden, continue to disadvantage pupils. Our vision for them, alongside their peers, is to become happy, healthy and high-achieving.



Challenges

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

Challenge number	Detail of challenge
1	Attendance of Pupil Premium is not yet in line with non-Pupil Premium.
2	Combined attainment for Pupil Premium by the end of KS2 is not yet in line with non-Pupil Premium.
3	Pupil Premium pupils may have narrower experiences and opportunities outside of school, resulting in fewer contributions to in-school topics and passive learning behaviours.
4	Higher proportion of our disadvantaged pupils experience challenges with emotional wellbeing and mental health.
5	Acquisition of vocabulary for Pupil Premium in Early Years can be delayed and impacts on foundational learning.

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
Attendance for disadvantaged pupils improves and is at least in line with national averages. The gap between disadvantaged and non-disadvantaged attendance narrows significantly, enabling pupils to access learning consistently.	• Overall attendance for disadvantaged pupils improves year-on-year. • Targeted pupils and families engage effectively with attendance support plans. • Improved attendance contributes to stronger academic outcomes and engagement.
Disadvantaged pupils achieve well across the curriculum, particularly in reading, writing and mathematics, and the attainment gap between disadvantaged and non-disadvantaged pupils continues to diminish.	• Outcomes for disadvantaged pupils compare favourably with national disadvantaged outcomes. • High-quality teaching consistently secures strong progress for disadvantaged learners. • Disadvantaged pupils make at least expected progress from their starting points.
Disadvantaged pupils access a rich range of experiences that broaden their knowledge, confidence and aspirations, leading to greater engagement and participation in learning.	• All disadvantaged pupils participate in educational visits, enrichment opportunities and wider curriculum experiences. • Increased participation of disadvantaged pupils in clubs, leadership roles and extra-curricular activities.



	Teachers observe increased contributions during lessons and improved learning behaviours.
Disadvantaged pupils demonstrate improved emotional wellbeing, resilience and self-regulation, enabling them to engage positively in school life and make strong academic progress.	- Identified pupils access appropriate pastoral and wellbeing support. - Pupil surveys indicate improved wellbeing and sense of belonging. - Increased pupil engagement, participation and readiness to learn.
Disadvantaged pupils develop strong language, communication and vocabulary skills from the Early Years onwards.	- Prompt identification and intervention for speech & language difficulties in the Early Years. - Classroom observations and pupil discussions demonstrate improved language acquisition. - Pupils use an increasingly well-articulated and varied vocabulary in speaking and writing.

Activity for 2026-2027

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: £23,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for staff to maintain high-quality teaching and in-class approaches; adaptive teaching, talk in Early Years, reducing cognitive load, reciprocal reading.	Investment in early language through high-quality Early Years education, support to families and timely intervention and specialist provision will yield benefits throughout a child's time in education. The report of the Commission on the Future of Oracy Education in England, Sutton Trust, October 2024	2, 3
Coaching for each class teacher and collaborative teaching and learning spotlights with a focus on writing and disadvantaged learners.	Evidence indicates that high quality teaching is the most powerful way to improve pupil attainment, especially for socio-economically disadvantaged pupils. EEF guide to the Pupil Premium	2, 3, 5



Case studies and exploring multi-layered disadvantage project with all class teachers.	Making sure pupils feel seen, understood, and safe is a crucial starting point for supporting attendance, especially for more vulnerable students who may have fewer protective factors than others. EEF Build a culture of community and belonging for pupils	1, 2, 4, 5
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £9,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
School-led tutoring, pre-teaching and intervention both in small groups and through 1:1 tuition in English and maths, Speech & Language.	Small group tuition has an average impact of four months' additional progress over the course of a year. Small group tuition is most likely to be effective if it is targeted at pupils' specific need. EEF – Small group tuition - Toolkit	1, 2, 3, 5
Pastoral Lead time to deliver intervention to support emotional wellbeing and nurture space.	The research recommends a more holistic approach to identifying those in need of preventative support, which include consideration of children and young people with lower wellbeing and lower levels of the protective factors, even if they are not currently showing significant signs of mental health problems. The Evidence Based Practice Unit - Anna Freud with UCL 2023	1, 2, 3, 5
Begin to offer optional and financed music tuition for pupil premium.	Some arts activities have been linked with improvements in specific outcomes. For example, there is some evidence of the impact of drama on writing and potential link between music and spatial awareness. Wider benefits such as more positive attitudes to learning and increased well-being have also consistently been reported. EEF Arts participation impact.	1, 4, 5



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

Budgeted cost: £11,117

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance monitoring and time to support families with barriers to maintaining good attendance.	The interventions that show promise take a holistic approach in understanding pupils and their specific need, and address the specific barriers to attendance that have been identified. EEF Supporting school attendance.	1, 2, 5
Finances to facilitate additional clubs and experiences such as forest school and gardening club.	Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation. EEF Outdoor adventure Learning.	1, 2, 4, 5
Pastoral nurture space in school developed so no longer shared with library and other purposes.	Effective social and emotional learning can increase positive pupil behaviour, mental health and well-being, and academic performance. EEF Prioritise social and emotional learning to avoid 'missed opportunity' to improve children's outcomes.	1, 2, 3, 5
Finances to provide essential practical needs - attend day trips and residentials, uniform & learning resources – if required.	Begin with a thorough exploration of the challenges disadvantaged pupils face in your context. These may include academic, emotional, behavioural and environmental barriers, such as limited access to resources. EEF Why uniting the whole school community around disadvantage matters	1, 4,

Total budgeted cost: £43,617



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.

Over the last academic year, disadvantaged pupils have seen success in the areas of challenge set out on the 2025-2026 strategy:

In reading, reception PP reached the standard in word reading, but not in comprehension. 100% of pupil premium pupils passed the Year One phonics check. More broadly across the school, PP reading results showed 68% of PP at EXS or GDS. Updated training and clear adherence to the Little Wandle phonics scheme has had significant impact on early reading success. In Year 6, PP results for reading were 80% EXS+ which is above national for disadvantaged (National 2024 disadvantaged reading: 61%).

Maths is inline with reading outcomes. Results showed 68% of PP at EXS or GDS across Y1-Y6. With End of KS2 outcomes at 80% EXS+ which is also above national for PP (National 2024 disadvantaged maths: 59%). Areas of the curriculum have been reviewed with access arrangements being carefully considered for pupil premium. A clear progression of skills with a focus on a strong balance between fluency and problem solving in every lesson.

In writing, 45% PP across the school were working at EXS+. In Year 6, 40% EXS+ in writing with this impacting the combined overall outcome for PP at the end of KS2. (National 2024 disadvantaged writing: 58%)

Pastoral support continues to be a strength in the school with children describing the nurture space as a place they would go to if they needed help and parents saying they feel supported. Pupil Premium pupils have had the same opportunities as non-PP with enrichment trips, residentials and sporting events with a good uptake and engagement. PP children continue to be well represented within our pupil groups with responsibilities such as school council and eco council.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England



Programme	Provider

Service pupil premium funding (optional)

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

Measure	Details



Further information (optional)

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