

Pupil premium strategy statement –Framfield Church of England Primary School

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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	Framfield Church of England Primary School
Proportion (%) of pupil premium eligible pupils	13%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025/2026 2026/2027 2027/28
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	James Procter Natalie Riley
Pupil premium lead	Natalie Riley
Governor / Trustee lead	Katherine Hall

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£12,540
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£3,540
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£16,080

Part A: Pupil premium strategy plan

Statement of intent

At Framfield Church of England Primary School, the Pupil Premium statement of intent is deeply anchored in the school's Christian vision of "Living life in all its fullness." (John 10:10). The core philosophy is to ensure that all pupils, regardless of their socioeconomic background or personal challenges, are empowered to achieve high attainment and make strong progress across the curriculum. The school maintains a culture where the goal is not merely to meet minimum expectations but to narrow the gap between disadvantaged pupils and their peers while simultaneously challenging those who are already high achievers. This approach focuses on developing the whole child, ensuring that academic success is paired with the growth of character and "skills for life."

The primary pillar of the school's strategy is a commitment to high-quality teaching, which research from the Education Endowment Foundation (EEF) suggests is the most effective way to close the attainment gap. By prioritising staff development and "Quality First Teaching," the school ensures that disadvantaged learners benefit from the best possible classroom experience daily. This is supplemented by a diagnostic approach to assessment, where teachers move beyond general assumptions about disadvantage to identify specific learning gaps in reading, writing and mathematics. By using these insights, the school can provide bespoke support, such as small-group lessons or speech and language interventions, ensuring that every child has the foundational tools required for future success.

Beyond the classroom, Framfield's strategy addresses the social, emotional and cultural barriers that can often hinder a child's progress. The school places a significant emphasis on emotional wellbeing, offering resources like "Talk Space" and play therapy to build resilience and self-esteem in vulnerable learners. There is also a concerted effort to enhance "cultural capital" by subsidising residential trips, music lessons and extracurricular clubs. This ensures that every pupil, regardless of their family's financial circumstances, has access to a rich variety of life experiences. By monitoring attendance rigorously and fostering a love for reading, the school aims to create an environment where every child feels valued, supported, and inspired to "be the best they can be."

Challenges

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

Challenge number	Detail of challenge
1	Analysis of the school's data from 24-25 indicates a gap between disadvantaged and non-disadvantaged pupils in early Reading and literacy, oracy, comprehension and Phonics screening results (67%).
2	The whole school attendance data from 24-25 indicates that the attendance of disadvantaged pupils is between 0.5-1% lower than non-disadvantaged pupils. 1.5% of disadvantaged pupils have been marked 'late'. These attendance patterns have been identified and could negatively impact disadvantaged pupils' progress.
3	Analysis of the school's data from 24-25 indicates a gap between disadvantaged and non-disadvantaged pupils at the end of KS2 for Reading, Writing, Maths and GPS.

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
Improved early reading and literacy skills among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language and Reading among all pupils including disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance over time and improvements demonstrated by: <ul style="list-style-type: none"> the overall unauthorised absence rate for all pupils reducing and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced. the percentage of disadvantaged pupils who are late decreases.
Improved attainment and progress at the end of KS2 for disadvantaged pupils in Reading, Writing, Maths and GPS.	KS2 outcomes show an upward trend over time with more disadvantaged pupils achieving the expected standard.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £0

Activity	Evidence that supports this approach	Challenge number(s) addressed
1/2-day cover for each TA to enable for targeted training to ensure they are skilled for the role.	<p>The EEF recommends a focus on ensuring quality first teaching. The EEF recommendations for SEND – p3 ensure all pupils have access to quality first teaching.</p> <p>EEF Making the best of Teaching Assistants p6 4 – ensure TA are prepared for their role</p> <p>EEF Deployment of Teaching Assistants p5 – deploy TAs in way that enable all pupils to access high-quality teaching, p25 ensure that TAs are trained to be effective in their role</p>	1,3

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

Budgeted cost: £ 9250

Activity	Evidence that supports this approach	Challenge number(s) addressed
Music lessons	<p>EEF toolkit</p> <p>Arts participation +3</p> <p>DFE (2024) the power of music to change lives</p>	1,2,3
Contribution towards whole school TA provision	The EEF guide to the pupil premium key priority - Language acquisition including extending vocabulary breadth,	1,2,3

<p>TA hours allocated to PPG intervention including, language link, early phonics intervention, pre-teaching and revisiting, wellbeing supports (The Thrive Approach, sensory circuits, jump ahead)</p> <p>Provision of class TAs to facilitate smaller groupings and targeted class support.</p> <p>TA's to support individual and group interventions.</p> <p>Afternoons of class based and group interventions across the classes to support reading, writing and maths across the curriculum.</p>	<p>depth and use in context, relating to curriculum topics</p> <p>Sensory circuits – as recommended by OT and ADHD plans</p> <p>EEF Toolkit:</p> <p>Oral language interventions +6</p> <p>Overlearning opportunities – Mastery +5</p> <p>phonics and language link focus in KS1 +4</p> <p>social and emotional learning +4</p> <p>small group tuition +4</p> <p>Physical activity +1</p> <p>Within class attainment grouping +2</p> <p>Teaching assistant interventions +4</p> <p>Individualised instruction +4</p> <p>Phonics + 5</p> <p>Physical development +5</p>	
<p>Lexia Core 5 reading programme</p>	<p>EEF effective use of ICT</p> <p>Use evidence based interventions – experience at other Pioneer schools has evidence above expected progress at all levels of attainment.</p> <p>Teaches comprehension – higher level skills – EEF improving literacy in KS1</p> <p>EEF Toolkit:</p> <p>Phonics +5 intervention</p> <p>Homework +5</p> <p>Reading comprehension strategies +7</p> <p>Lexia Reading +1</p>	<p>1,3</p>

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

Budgeted cost: £ 6830

Activity	Evidence that supports this approach	Challenge number(s) addressed
Contributions to trips and extracurricular	Feeling part of the group, cultural capital OFSTED framework2019	1,2,3

activities and sports clubs	DfE – Mental Health and Wellbeing in schools (Nov 19) EEF Toolkit: Physical activity +2	
BoomReader – digital reading record	EEF toolkit: Homework + 5 Parental engagement + 5	1,3
Contributions towards additional resources,	Feeling part of the group, cultural capital OFSTED framework2019 DfE – Mental Health and Wellbeing in schools (Nov 19)	2
Contributions towards uniform	Feeling part of the group, cultural capital OFSTED framework 2019 DfE – Mental Health and Wellbeing in schools (Nov 19)	1,2,3
1:1 Counselling 1:1 Play Therapy	EEF Toolkit: Social and emotional learning +3 Play based learning +4 Behaviour interventions +3 Metacognition and self-regulation +8 EEF improving social and emotional learning in primary school	1,2,3

Total budgeted cost: £ 16080

Part B: Review of the previous academic year (2024-25)

Outcomes for disadvantaged pupils

Challenge 1: Securing improved mental health and emotional well-being outcomes, and success in managing emotions

2024-25: pupils receiving targeted intervention in these areas have shown increased attendance, mental health and emotional regulation in school.

Challenge 2: Progress in reading, writing and maths for vulnerable groups across the school

2024-25:

KS2 results

Reading 86%EXS+/36%GDS

Writing 71% EXS+/17% GDS

Maths 79% EXS+/14% GDS

GPS 64% EXS+/14% GDS

Combined 64% EXS+/0% GDS

Phonics year 1 67%

Vulnerable pupils' outcomes - 1 pupil achieving combined greater depth at end of KS2, 1 pupil achieving combined EXS at end of year 4, 1 pupil achieving combined EXS at the end of year 3. 6 pupils working below within their year group.

Challenge 3 Increasing engagement in reading for pleasure in our vulnerable groups, with more children achieving at greater depth

2024-25 86% expected standard and 36% Greater depth at the end of KS2, 67% passing phonics in year 1

Reading 4/9 pupils across school achieving EXS+ in reading at the end of 24-25

Challenge 4 Broadening the life experience of vulnerable pupils and ensuring their access to cultural capital in line with that of their peers

2024-25 subsidised school trips enabled pupils to access experiences alongside peers.

Externally provided programmes

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

Programme	Provider
Lexia Core 5 Reading	Lexia Learning
BoomReader	Squirrel Learning Ltd