

Pupil Premium Strategy Statement - Nov 2025 (V1)

This statement details our school's use of pupil premium funding for the period 2025-2026 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	Trefonen C.E. Primary
Number of pupils in school	119
Proportion (%) of pupil premium eligible pupils	9.6% (9 PP pupils and 3 PP+ (CLA/PLAC pupils))
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025/26 – 2027/28 (3 Year Plan)
Date this statement was published	December 25
Date on which it will be reviewed	December 26
Statement authorised by	Cathy Dunleavy Head Teacher
Pupil premium lead	Cathy Dunleavy Head Teacher
Governor / Trustee lead	Malcolm Kirk Chair of Governors

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£21,524 (based on 9 FSM & 3 PLAC)
Recovery premium funding allocation this academic year	£0
LAC Pupil Premium	£1,329
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£22,853

Part A: Pupil premium strategy plan
Statement of intent

Vision: We want all of our learners, including our vulnerable learners to be *'Here, Happy and Flourishing'*.

Aim: To ensure that every child can succeed and thrive, whatever their socio-economic status or other particular challenges.

Purpose: The core purpose of our pupil premium funding is to ensure that pupils who are disadvantaged due to socio-economic or other reasons are supported in having the highest aspirations, can achieve and make good progress, at least in line with their non-disadvantaged peers, and achieve Age related Expectations (ARE). This includes academic, social and emotional progress.

We plan to achieve this through the targeted and strategic use of our pupil premium funding.

In order to achieve this we will:

1. *Ensure that high attendance and punctuality is our top priority*
2. *Work to engage parents / carers of vulnerable pupils and provide family support, including engagement of external support services where required e.g. Virtual School, Early Help,*
3. *Support and develop pupils' social and emotional resilience by helping to break down the barriers that are causing difficulties and may otherwise prevent pupils from accessing the full curriculum, achieving their potential and flourishing in all areas*
4. *Focus on high aspiration and achievement, specifically in the core areas of language and communication, literacy, mathematics, including supporting pupils' academic resilience (e.g. self- efficacy and self-regulation)*
5. *Identify pupil specific areas of higher achievement and pupils' personal interest, and support pupils in accessing enrichment activities that can be developed further to encourage high aspiration and support high pupil self-esteem*
6. *Ensure that teaching and learning opportunities are designed to meet the needs of all pupils, but especially our vulnerable pupils, using a mastery approach and adaptive provision as the norm, so that no child is left behind*
7. *Closely monitor and identify when pupils' particular circumstances or gaps in their experience leave them vulnerable to underachievement, and requires more specific / targeted support that is additional to or different from their peers*
8. *Support pupils in positively preparing for their next steps / the next stage of their education through tightly focussed transition arrangements*

In order to identify the best ways to support pupils we use evidence based activities (e.g. through EEF), this includes

- *Focussing on high quality, within class provision, including adaptive provision, rather than relying on interventions to compensate.*
- *make frequent use of achievement data to check the effectiveness of our strategies, interventions and techniques, and adjust them where required, including using tracking data intelligently to analyse and identify where children are underachieving and why, and using the outcomes of our analysis to ensure that our funding is targeted well*
- *making good use of research evidence to help us to identify key whole school strategies as well as specific activities, monitor to make sure that these are planned and taught well and are impacting positively on our most vulnerable pupils*
- *systematically provide pupils with clear feedback and advice for improving their work, using awareness of the need for increased emotional and aspirational input with our most vulnerable pupils to help them to increase their self-belief and self-efficacy, in order to positively impact on their next step development as well as their future aspirations*
- *ensuring that teachers and support staff know who are most vulnerable pupils are, they are well trained and understand their responsibility for the progress of the specific pupils identified through pupil premium, as well as any other pupils that we have identified as vulnerable*
- *understanding that our strategies for academic improvement need to be used alongside other strategies to improve pupils emotional literacy, resilience, self-efficacy, engagement, attendance, behaviour and family links, where these are an issue.*

Our School's Specific Context:

As a small rural school there are specific benefits and challenges.

Benefits:

As a small school, with fewer than the average number of children identified through pupil premium our strategy is bottom up, not top down. We are able to drill down, identify and respond to the particular needs of individual pupils rather than a generalised groups of pupils. This means that we know our pupils and their families well. We are much better

placed to tailor our response to our particular pupils. We use lessons learnt from supporting our vulnerable pupils across the school, including those who may be on the fringes, but don't quite hit the threshold for pupil premium.

Challenges:

As a small school, we receive significantly less pupil funding than other schools nationally through pupil premium funding. This makes it much more difficult to fund and sustain long-term improvement strategies. As a consequence, in order to provide the best strategies to benefit children identified through pupil premium, we use our pupil premium funding alongside our other school funding to provide strategic responses that also benefit the needs of our wider school population. This means that there are many more strategies which our school puts into place to support our vulnerable pupils, beyond those identified within this statement.

The purpose of this statement is to identify how the specific funding allocated by the DfE has been used.

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

Challenge number	Detail of challenge
1	Attendance & Punctuality
2	Parent / Carer Engagement
3	Socio-economic challenges (e.g. Have they had breakfast? Do they have clean / appropriately sized clothing? Fuel to transport pupils to school? Is the home environment safe?)
4	Emotional and social regulation: Emotional and academic resilience and self-efficacy. Deficits in self-organisation, self-regulation,
5	Delays in speech, language and verbal communication, including poor vocabulary.
6	Delays in phonic skills and reading (KS1) This has impacted on pupils decoding skills. Poor decoding skills results in lack of fluency and automaticity. This, combined with deficits in vocabulary and experiential learning impacts on comprehension in reading. Reading is the gateway to future learning.
7	Delays in the development of mathematical knowledge (KS1) Specifically relating to number sense and subitisation (EY / KS1) and Number facts, Place value & Times tables (KS2)

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
1	Attendance & Punctuality : High attendance and punctual arrival.	All PP pupils, and especially vulnerable pupils' attendance is at least in line with school average (96%) All PP pupils arrive on time every day.
2	Parent / Carer Engagement: Parents / Carers engage with their child's teacher and in their child's school life.	Positive parent / carer engagement in school activities and communications: e.g. attendance at school meetings, engagement in homework activities, pupils arrive with correct equipment/clothing, positive response to any concerns.
3	Socio-economic challenges: Pupils / families receive support that they need, including signposting to and support accessing wider services	Ensuring vulnerable families are supported in applying for Free school meals. Ensuring vulnerable families receive food vouchers, access to the local foodbank, support with school uniform provision and information to help them to access free / subsidised services e.g. holiday childcare. Ensuring children are provided with breakfast in school, if they have had none at home.

		Families are supported in accessing Early Help and other services.
4	<p>Emotional and social regulation: Pupils receive the support that they need to develop their self-efficacy and their emotional and academic resilience.</p> <p>Pupils have high aspirations for themselves as learners and understand that they will get even better through effort and practice.</p> <p>Pupils are able to organise and manage their own equipment, their time and themselves for optimal learning.</p> <p>Pupils manage challenge positively,</p>	<p>Improvements in pupils' self-efficacy emotional and academic resilience. This is evidenced in their improved engagement, self-organisation, self-regulation and positive attitudes.</p> <p>Vulnerable pupils engage positively in lessons, ask for help when they need it, respond positively to feedback and achieve well, making good progress against their own baselines.</p> <p>Improved social, emotional and academic resilience is further evidenced in feedback from teachers, pupils & parents / carers.</p> <p>Pupils are willing to 'have a go' at tricky tasks, they ask for help when they need it and cope with disappointments and setbacks.</p> <p>This is evident in their positive behaviour, positive engagement and high achievement in lessons.</p>
5	<p>Gaps in speech and language (Receptive, Expressive, Vocabulary) are identified early, support is put in place and gaps are closed as early as possible resulting in increased oral literacy. Increased vocabulary enables pupils to access the wider curriculum</p>	<p>Pupils improved Receptive language enables them to process and make sense the language that they hear, including work related instructions.</p> <p>Pupils improved expressive language enables them to express their learning and their next step needs.</p> <p>As a result of their widening vocabulary pupils are better able to access learning across the curriculum.</p>
6	<p>Delays in phonic skills and reading are identified early. Support is put in place and gaps are closed as early as possible resulting in improved fluency and automaticity in reading. This supports pupils' access to the wider curriculum.</p> <p>Younger pupils have many opportunities to practice and embed their developing phonic knowledge, including through additional intervention where required.</p> <p>Older pupils increase their fluency and automaticity in reading through supported reading using age appropriate books that match their phonic understanding.</p>	<p>All pupils reach the national phonics standards by the end of KS1 Pupils develop fluency and automaticity in their reading as quickly as possible, through supported reading using stage / age appropriate books.</p> <p>1:1 reading support helps them to close the gap between their actual and reading age.</p> <p>This accelerates their reading competence and their desire to read more independently.</p> <p>Improved reading fluency and comprehension of reading material increases access to the other curriculum areas.</p> <p>KS2 reading outcomes in summative assessments evidence that disadvantaged and vulnerable pupils meet age related expectations and achieve in line with their peers.</p>
7	<p>Delays in the development of mathematical knowledge are identified early. Support is put in place and gaps are closed as early as possible. This results in improved maths attainment pupils by the end of KS2.</p> <p>Vulnerable pupils are able to see themselves as successful mathematicians, who through hard work and practice are getting better.</p>	<p>Reduction in pupils experiencing 'Maths Anxiety'. Children report that they enjoy taking part in maths lessons enjoy being challenged in maths. ARE met at the end of KS1 & KS2</p> <p>KS2 maths outcomes show that most vulnerable pupils meet ARE, and those that don't are catching up quickly and show significant progress against their baseline.</p>
8	<p>Vulnerable pupils are able to organise and manage their own equipment, their time and themselves for optimal learning. They have high aspirations for themselves as learners and understand that they will get even better through effort and practice.</p> <p>They are able to manage challenge positively, ask for help when they need it and cope with disappointments and setbacks. This is evident in good learning behaviour and high achievement in lessons.</p>	<p>Vulnerable pupils engage positively in lessons, ask for help when they need it, respond positively to feedback and achieve well, making good progress against their own baselines.</p> <p>Improved social, emotional and academic resilience is evidenced in pupil feedback, parent and teacher observations.</p>

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.

COST: (Teaching, CPD, recruitment and retention)

Budgeted cost: £22,853

Activities	Cost	Evidence that supports this approach	Challenge number(s) addressed
<p><u>Attendance Support</u> Employment of Attendance Officer / Administrator for family engagement to support vulnerable pupils</p> <p>Track attendance and provide incentives or support to encourage regular attendance, helping to address potential barriers (e.g. transportation, MH or other or health-related issues.</p> <p>Implement attendance reward program and personalised support plans to increase pupil engagement and foster a sense of belonging</p>	<p>6 hrs per wk</p> <p>£3768</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/leadership-andplanning/supporting-attendance</p>	<p>1,2,3</p>
<p><u>TA Support</u> Fund additional teaching assistants or specialist teachers for targeted support in areas where students may be struggling (out of class support): TA to deliver specific interventions: including Talkboost KS1 & KS2 Phonics intervention.</p>	<p>12 hrs per wk</p> <p>£6265</p> <p>(3 hrs x4 days pwk)</p>	<p>EEF: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/oral-language-interventions</p> <p>EEF: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/phonics</p>	<p>4,5,6</p>

<p>Bespoke SEMH support - Implement social and emotional learning programs to support emotional regulation, self-confidence, and social skills.</p> <p>Transition activities for pupils moving to secondary education, such as visits, workshops, or mentoring programs.</p>			
<p><u>TA Support</u></p> <p>Fund additional teaching assistants or specialist teachers for targeted support in areas where students may be struggling (within class support)</p> <p>Provide one-on-one or small group tutoring to help improve literacy and numeracy skills Within class TA to support small group provision in English & maths</p> <p>Use of Teaching Assistants alongside teachers within the daily English & Maths Mastery lessons to enable achievement for all.</p> <p>Implement social and emotional learning programs to support emotional regulation, self-confidence, and social skills.</p> <p>Facilitate regular check-ins or mentorship programs to monitor well-being and provide encouragement for pupils' personal and academic development.</p>	<p>20 hrs per wk</p> <p>£10,440</p>	<p>EEF:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition?utm_source=/educationevidence/teaching-learning-toolkit/smallgroup-tuition&utm_medium=search&utm_campaign=site_searchh&search_term</p> <p>EEF: Average impact of 4+ months additional progress over the course of the year.</p> <p>This enables the teaching to focus exclusively on a small number of learners on specific gaps / misconceptions / practice to close gaps and embed learning.</p> <p>Mastery approach. EY/KS1 & KS2 NCTEM Mastering Number Programmes. Additional small group pre-teaching / post teaching practice and/or catch up.</p>	<p>4, 5,6,7</p>
<p><u>Resources</u></p> <p>Invest in high-quality educational resources, including technology or learning software, that can supplement in-class learning and homework.</p>	<p>£600</p>	<p>EEF:</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>(Including Owls Nest consumables. Nessy on-line reading & Phonics Programme. Shine/self-esteem resources. 'Tongue Fu Talk' Oracy framework)</p>	<p>4, 6</p>
<p><u>Staff Training / CPD:</u></p> <p>LAC Training. Class release to attend CLA meetings</p> <p>Boxall Training</p> <p>Neurodiversity / Adaptive Provision training for all teachers</p> <p>Oracy & vocabulary training for all teachers</p> <p>Training in TIA for teachers & support staff</p>	<p>£730</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/using-pupil-premium</p>	<p>3, 4, 5, 6, 7</p>

Provision of Breakfast for pupils who arrive at school having had none.	£50	https://d2tic4wvo1iusb.cloudfront.net/producti on/documents/guidance-for-teachers/pupilpremium/guide to the pupil premium evidence brief.pdf?v=1726046314	3
Subsidies for educational f visits, workshops, or extracurricular activities to ensure all pupils, regardless of background, have access to enrichment activities that build confidence, teamwork, and leadership skills. Offer funding for after-school clubs, music lessons, or sports programs, making these accessible to pupil premium students who might otherwise be unable to participate.	£1000	https://d2tic4wvo1iusb.cloudfront.net/producti on/documents/guidance-for-teachers/pupilpremium/guide to the pupil premium evidence brief.pdf?v=1726046314	3
Total Cost	£22,853		

Targeted academic support (e.g. one-to-one support structured interventions)

Activities	Evidence that supports this approach	Challenge number(s) addressed
KS 1 Additional phonics sessions for KS1 pupils who have not met ARE (Yr2) or are at risk of not meeting ARE (Yr1)	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/phonics	2
'Tongue Fu Talking' Oracy Framework	EEF research has shown that Oral Language approaches have a high impact on pupil outcomes (+ 6 months additional progress). The evidence is strongest on interventions that are integrated with the existing curriculum. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	5
Talkboost KS 1 & KS2 Programmes	Using TalkBoost can significantly improve children's talking & understanding of words. Two thirds of children make good progress after and 8 – 10 week programme. https://speechandlanguage.org.uk/educators-and-professionals/programmes-fornursery-and-schools/talk-boost/	5
Digital Literacy Programme to improve reading, spelling and writing. (Nessy)	The EEF toolkit has found that using digital technology in the classroom is associated with four months additional pupil progress over a year. This means that studies have found, on average that pupils in classes where digital technology supplements other learning methods make four months more progress by the end of the year than pupils in comparable classes who start the year at the same level. The programmes provide personalised assignments and also allow parents and carers to review their progress on line. https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/digital?utm_source=/education-evidence/guidance-reports/digital&utm_medium=search&utm_campaign=site_searchh&search_term	2
NCEM Mastering Maths FS/ KS1 & KS2	https://educationendowmentfoundation.org.uk/projects-and-evaluation/projects/mastering-number-trial	7

	https://www.ncetm.org.uk/maths-hubs-projects/mastering-number-at-reception-and-ks1/ Approach to teaching maths aimed at developing number sense and mastery behaviours	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Activities	Evidence that supports this approach	Challenge number(s) addressed
Included above. PSHE / RSE On-line Curriculum (Jigsaw) Happy Centred schools Programme 'Shine your Light' Programme	Evidence from the EEF's Teaching and Learning Toolkit suggests that effective Social and Emotional Literacy (SEL) can lead to learning gains of +4 months over the course of a year. https://educationendowmentfoundation.org.uk/education-evidence/guidancereports/primary-sel?utm_source=/education-evidence/guidance-reports/primarysel&utm_medium=search&utm_campaign=site_searchh&search_term https://d2tic4wvo1iusb.cloudfront.net/production/documents/guidance-for-teachers/pupil-premium/guide_to_the_pupil_premium__evidence_brief.pdf?v=1726046314	1, 3, 4

Total budgeted cost: £ 22,853

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 2023 to 2024 academic year.

<i>Nessy Intervention Programmes:</i>	Thirty pupils in KS 2 participated in the online Nessy interventions. Pupils engaged easily with the programs. Adult intervention was minimal. Monitoring was easy. Progress was identified and celebrated readily. This resulted in Increased pupil confidence & independence. Pupils' confidence in their own abilities improved. Elements of learning that required further attention were easily highlighted and could be practised in a positive, constructive way, without withdrawal from other areas of the curriculum.
<i>Mastering Number</i>	Early evidence of positive impact. In KS1, the Mastering Number programme resulted in improvements in pupils' understanding of number, ability to subitise and their and number fluency. The programme was significantly disrupted by staff turnover requiring new staff to be trained. Inability to access materials linked to previous staff made it initially difficult to maintain continuity of the programme during staff changeover as materials were only available to trained and named staff, rather than the school. Huge issues with passwords and access to materials slowed progress against this otherwise very strong programme.
<i>White Rose</i>	The White Rose intervention was used well to support the recovery of learning through intervention for a small group of Yr 6 pupils with gaps in their mathematical knowledge, particularly in place value, calculation and fractions. This gave learners, who processed more slowly, positive opportunities to see their own success and share their mathematical understanding with others in a safe environment. This impacted positively on their self-efficacy and aspirations and resulted in them seeing themselves as successful mathematicians!
<i>Fine motor control/ letter formation / handwriting - small group support</i>	Identified pupils received small group targeted tuition once per week for 5 – 6 weeks , focussing on fine motor control, letter formation, handwriting. KS1 &KS2 pupils were screened and selected on the basis of improving letter formation. At the end of the programme every child involved had made progress, with most making significant improvements to the formation of letters, including sizing and positioning on a line. Pupils were successful in transferring these skills into their class writing across the curriculum, making their writing more fluid and readable.
<i>Phonics</i>	In KS 1 three phonic groups ran, focussing on decoding and encoding skills. Identified pupils made good progress and steadily moved through the intervention scheme. The impact was evidenced through the pupil's increased progression in reading book-bands as well as formal screening. All pupils met phonics expectations by the end of Year 2. Additional within class phonics support was identified to take place in Year for those pupils who had only just met expectation.
<i>Black Sheep (Receptive & Expressive Language)</i>	The Black Sheep Early Language Screen was used to identify pupils in Reception with Receptive & Expressive language delays. Outcomes were used to target pupils using the Early Talkboost programme. Identified pupils took part in a 10 week programme. All pupils showed significant progress against their baseline, especially in their understanding of narrative structure and concentration span. A few pupils were identified to participate in the second part of the programme. Outcomes evidence positive improvement in both language skills and engagement in learning activities.
<i>Selfregulation, Emotional Literacy and Mental Health Support</i>	A three- tier approach to social and emotional literacy and positive mental health support was put in place. This included: Tier 1: Universal strategies (Happy Centre Schools & Jigsaw PSHE). Feedback from pupils and staff was very positive. Tier 2: No Worries programme and focussed resilience workshops for pupils in year 5&6. Individual evaluations evidenced positive improvement for all pupil participants. Tier 3: Individual pupil and / or family support from the mental Health Practitioner.
<i>Data</i>	There was no discernible difference between the achievement of vulnerable pupils and their peers by the end of KS2 (4 pupils). Vulnerable pupil attainment was broadly in line with ARE and national expectations. Vulnerable pupils made good progress against their baselines. Due to the small numbers within our small school community this data is not published to protect the anonymity of our vulnerable pupils.

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
Nessy Reading & Spelling	Nessy on-line
Black Sheep Language Screen	Black Sheep
Black Sheep Yr 6 Transition Programme	Black Sheep
Jigsaw PSHE	Jigsaw group
Happy Centred School Programme	Laughology

Cathy Dunleavy

This report will be reviewed and updated Dec 2026