

# Pupil Premium Strategy Statement 2025-26

## Princecroft 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	199
Proportion (%) of pupil premium eligible pupils	33%
Academic year/years that our current pupil premium strategy plan covers	2025/2026
Date this statement was published	Dec 2025 Reviewed and republished Jan 2026
Date on which it will be reviewed	October 2026
Statement authorised by	<i>Gemma Pierson</i> , Headteacher
Pupil premium lead	<i>Glenn Hampson</i> , Deputy headteacher
Governor / Trustee lead	<i>Anthony Knyvett</i> , lead for disadvantaged pupils

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£101,836.00
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£101,836.00</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At Princecroft Primary School, we currently have 65 children on roll who are in receipt of pupil premium consisting of 33% of the school (13% above local and equal to national averages). This report details how we spend funding given those who are in receipt of pupil premium funding.

Pupil premium provides additional funding to schools to target specific groups of children who are vulnerable to underachievement. These include pupils from low income families, children in care and the children of armed service personnel. The premium is intended to help schools to provide targeted support to improve the life chances of vulnerable children who face additional challenges in their lives so that they can reach their full potential, and we are committed to providing an education that helps all children achieve the highest standards and prepares pupils for the future. We aim to encourage and develop every child's personality, talents and abilities to the full, and strong consideration is given to the allocation of resources to support this vision.

The government has given schools discretion in how to best use the funding to meet the needs of their children and, whilst it is recommended that 50% of the total spend is focused on High Quality Teaching, with 25% allocated for both Targeted Academic Support and Wider Strategies respectively, this is not a statutory expectation. Instead, we have made the decision to focus our spending accordingly:

High Quality Teaching: 19.3%  
Targeted Academic Support: 40.2%  
Wider Strategies: 40.5%

Our reasoning for this allocation of funds reflects the needs of our children in receipt of pupil premium, and where this support will most benefit them. Our targeted academic support is carefully considered to ensure that access to High Quality Teaching is impacted as little as possible. Furthermore, the targeted academic support portion of our offer includes bespoke 1:1 support and an evidence-based intervention programme which is linked with our assessment cycles to ensure purposeful and targeted provision. It is worth considering that interventions are run by both class teachers and higher-level teaching assistants (HLTAs).

In line with Wiltshire's Affordable Schools Strategy, we have paid close attention to the affordability of the school day for our families and have worked hard to ensure our Pupil Premium strategy enables equitable access to all areas of school life, irrespective of our families' financial situation.

The table below shows the distribution of our children who are in receipt of pupil premium in October 2025:

<b>Year Group</b>	<b>Number of children in receipt of pupil premium funding (October 2025)</b>
Reception	6
Year 1	13
Year 2	9
Year 3	10
Year 4	8
Year 5	12
Year 6	7
<b>Total</b>	<b>65</b>

# Challenges

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

Challenge number	Detail of challenge	SDP Link
1	<p>A number of pupils, especially in KS2, still need to make accelerated progress in English and maths, or require targeted support in specific areas of learning to enable them to make progress. This includes those with the potential for achieving a greater depth standard, as well as focusing on girls in receipt of Pupil Premium funding. The data below identifies the attainment picture for all pupil premium children at the end of the summer term in comparison with all non-pupil premium children, highlighting the disparity between the groups when combining those children achieving expected or above age-related expectations.</p>	<p><b>Key Priority 1: Children’s progress is accelerated so the majority achieve at least age-related expectations in all year groups, with an increase in children achieving the greater depth standard.</b></p> <p><b>1.a: Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in the work pupils produce and their outcomes.</b></p>
<p><b>1 cont. – context:</b></p> <p>Attainment Overview for Pupils (from 2024-2025) who aren't pupil premium, in class ANNING, BRUNEL, CHURCHILL, GHANDI, NEWTON, PANKHURST or SEACOLE - 2024-2025 Summer - Main Assessment</p>  <p>Attainment Overview for Pupils (from 2024-2025) who are pupil premium, in class ANNING, BRUNEL, CHURCHILL, GHANDI, NEWTON, PANKHURST or SEACOLE - 2024-2025 Summer - Main Assessment</p> 		
2	<p>Some pupils have social, emotional and mental health needs which can become a barrier to learning.</p>	<p><b>1.a: Pupils develop detailed knowledge and skills across the curriculum and, as a result, achieve well. This is reflected in the work pupils produce and their outcomes.</b></p> <p><b>2.a: To develop our own enhanced provision in order to successfully meet the needs of all learners.</b></p>

3	<p>Our current percentage of children in receipt of Pupil Premium funding is above the local average. As a result, opportunities for a larger number of some of our families compared with others across the county may be limited and, in recognition of this, we should be seen to be going above and beyond for these families in relation to their access to our school's provision. This is inclusive of access to extra-curricular activities, opportunities to improve personal development and cultural character, and/or essential items/resources including clothing and food. Attendance for girls in receipt of Pupil Premium is a key target area in line with our attendance monitoring, and attendance may be impacted by families' economic instability.</p>	<p><b>Key Priority 3:</b> <i>The development of pupils' character is delivered through outstanding personal development provision. This is embedded within the school's culture and ethos.</i></p>
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## 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.

<b>Intended outcome</b>	<b>Success criteria</b>
<p>A: Access to, enjoyment of and progress in all subjects is good, thanks to teachers' access to high quality schemes, training and resources and/or through using subject specialists in music, computing and PE subject disciplines. Interventions are planned carefully to ensure whole afternoons are not missed.</p>	<p>End of Key Stage 2 outcomes RWM combined accounted for 50% of Pupil Premium children in academic year 2024/25, in comparison with 88% of their non-Pupil Premium peers. This 38% gap will be closed in 2025/26 to less than 25%.</p> <p>Children in receipt of Pupil Premium will show close the attainment gap on their non-Pupil Premium peers than in comparison to academic year 2024/25. During this year, there was a 16% attainment gap in reading, 17% attainment gap in writing and 22% attainment gap in maths for Pupil Premium children achieving expected or above age-related expectations by the end of the academic year in comparison to non-Pupil Premium children. This</p>

	<p>gap will be reduced to 10% for reading and writing, and 15% for maths in academic year 2025/26.</p> <p>Children who are identified through assessments with gaps in maths and/or reading will make accelerated progress as a result of the Shine programme. End of academic year 2024/25 progress data indicates a negative disparity of -9% for reading and -36% for maths when comparing at or above expected levels of progress for Pupil Premium who access Shine with their non-Pupil Premium peers who also accessed Shine. 2025/26 progress data will indicate no disparity between the two groups for reading, and no more than 20% of a disparity for maths.</p> <p>Formative assessment and intervention for children in maths in Upper KS2 will be timely and effective thanks to LbQ's assessment grid used within each lesson.</p> <p>Children not expected to attain age-related expectations in maths will access pre-teaching and/or retrieval practice opportunities via the White Rose TA Hub.</p>
<p>B: All children access high quality emotional health and wellbeing learning.</p>	<p>All children are able to demonstrate effective knowledge of how to look after themselves, including of their physical and mental wellbeing, and how to have healthy relationships.</p> <p>Children are happy, feel safe at home, school and in the community and there are very few if no incidents of bullying.</p>
<p>C: All children access the school's provision, remaining in class as much as possible, whilst being given bespoke social, academic and emotional support.</p>	<p>Children who face difficulties with their emotional literacy will be more effectively equipped to access the school's provision. There will be a</p>

	<p>reduction from 4 suspensions in academic year 2024/25 to 1.</p> <p>Children with more severe mental health needs, such as those who have experienced trauma, will be able to better understand and receive support for these needs. All children are able to demonstrate progress in academic, social and emotional areas, irrespective of any social, emotional or mental health needs. Children working towards particular targets (for example, ELSA targets) will meet these. All children will demonstrate progress to being able to fully access Wave 1 (in-class) provision and, for those whom this is not appropriate, will meet specific targets tailored to their individual needs (whether social, emotional or academic).</p>
<p>D: Families will consider that the school day is affordable to them. All children, irrespective of their financial situation at home, will have access to equipment, clothing and experiences to ensure that nobody misses out on things they may need (such as a warm coat, lunchbox, uniform) or fun activities (such as FoPS events).</p>	<p>Depending on the needs of each individual family, no family will go without either necessities, luxuries or both in order to fully access our school offer, in consideration of Wiltshire's Affordable Schools Strategy. All children will be able to access all educational trips, visits and extra-curricular activities, including music tuition.</p>

## 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.

## High Quality Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £19,678.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>A: Investment in curriculum initiatives to support high quality teaching. Within maths, this is focused on White Rose, LbQ and Number Fun (£2,500). We will also continue our investment in CUSP (£600), Sounds-Write (£750) and the PE Hub (£550). These schemes provide teachers with resources and planning in order to supplement high quality teaching which will support good levels of progress and attainment across the school.</p>	<p>The use of LbQ in maths was trialled last year, first in year 6 and then across upper Key Stage 2. This highlighted the effectiveness of the programme in support of better progress being made in maths for all children, including those in receipt of Pupil Premium funding. White Rose will replace Maths No Problem as the main maths scheme as it links effectively with LbQ and also the Number Fun fluency programme, ensuring a cohesive curriculum offer for maths. The CUSP programme has been effective in enhancing our Science curriculum offer, and aligns with the book study approach we had began in History last academic year. The PE hub ensures that all teachers have access to high quality PE-teaching resources in the event that our PE-specialist teacher is absent.</p>	<p>1</p>
<p>B: Investment in PHSE curriculum: SCARF (£395) and the Thrive approach (£900) to develop emotional resilience and wellbeing in vulnerable children.</p>	<p>Coram Life Education is the leading charity provider of relationships, health, wellbeing, and drugs education to children across the UK. Coram Life Education &amp; SCARF offers a whole-school approach to wellbeing and Mental Health. Their PSHE education supports over 50,000 teachers and reaches over 600,000 pupils every year.</p> <p>SCARF is a comprehensive, fully resourced, progressive PSHE scheme of work for 3-11 year olds, in consideration of teacher work-load</p>	<p>1, 2</p>

	<p>whilst supporting us with a Whole-school approach to wellbeing and Mental Health.</p> <p>Thrive offers evidence-based training, supporting software and resources to effectively support pupils' social and emotional development.</p>	
<p>C: Investment in computing, RE and music: specialist teaching in computing (£9,294) and music (£4,689), with subject-specialists delivering the most-effective curriculum for our children, and a consistent approach to RE teaching from the same member of staff across the school.</p>	<p>In 2023, Ofsted highlighted the inequitable offer for children nationally with regards to their access to a quality music curriculum. This investment allows us to ensure a consistent, progressive and effective music curriculum, delivered by a subject specialist, whilst maximising their value in also providing a well-planned and consistent approach to RE teaching.</p> <p>In 2022, Ofsted found in its report of computing teaching that the key part of effective computing teaching depended on expertise, but that the main obstacle to effective computing teaching is teachers' lack of expert knowledge. Therefore, investing in a computing specialist ensures the best offer for our children in this subject.</p>	1

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

Budgeted cost: £40,924.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>D: Investment in a 1:1 teaching assistant (£21,704) in order to support access to the mainstream learning environment and provision for a Year 2 child, whilst also providing whole-class TA support. The work of this TA directly impacts on the social, emotional and academic progress of this child, whilst</p>	<p>The EEF considers the importance in TAs improving children's access to quality first teaching for all pupils by re-directing pupils who are off-task to engage in positive learning behaviours. The 1:1 support provided enables both this in the classroom environment, and also in facilitating re-regulation time out of the classroom to ensure this is more likely to happen.</p>	1, 2

indirectly supporting the academic progress of the class.		
E: Teaching assistants delivering the Shine programme (£4000) and the Shine subscription (£2,423). Gaps are identified by class teachers, mainly through the use of assessment, and teaching assistants are then deployed at appropriate times to revisit learning for some children.	The EEF suggest that the most effective use of Teaching Assistants includes adding value to the work of teachers. This includes TAs developing pupils' independent learning skills, delivering targeted, high quality one-to-one and small group support and adopting evidence-based interventions, based on curriculum gaps. In consideration of the EEF's guidance, our use of teaching assistants remains flexible and bespoke depending on need. Teaching assistants are not assigned to specific classes, instead being deployed to target specific areas of need, be these emotional, social or academic.	1
F Investment in a Teaching Assistant to provide both 1:1 academic and pastoral support plus group academic support in our Year 4 class (£12,797).	The EEF considers the importance in TAs improving children's access to quality first teaching for all pupils by re-directing pupils who are off-task to engage in positive learning behaviours. The 1:1 support provided enables both this in the classroom environment, and also in facilitating re-regulation time out of the classroom to ensure this is more likely to happen.  The group academic support relies on an evidence-informed intervention programme (White Rose TA Hub).	1, 2

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

Budgeted cost: £41,234.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
G: To provide financial support for all pupils to participate in educational trips, visits and extra-curricular activities (£4,145) Though not all our PP	An enriched curriculum that includes access to educational trips, visits and extra-curricular activities provides a holistic experience where learning opportunities are enhanced. This is linked with our '11-by-11' approach, in	3

<p>families rely on this offer, those that do benefit from trips that are more expensive than the individual family allowance we provide.</p>	<p>which we believe all children are entitled to access 11 experiences by the age of 11. The cost of access to these often relies on financial contributions from our families and so this support ensures all those in receipt of Pupil Premium funding have an equitable access to an enriched curriculum, no matter what their financial situation.</p>	
<p>H: An enhanced 'No Questions Asked' offer for families in receipt of Pupil Premium funding, whereby they are given an allocation of money to spend on a choice of listed items deemed both necessities and luxuries in order to make the cost of the school day more affordable (£4,670).</p>	<p>Vulnerable children, including those in receipt of Pupil Premium, do not often experience the same experience of school as their peers. This may include access to necessary items, such as warm coats, wellington boots, access to items that remove stigma such as having a lunchbox or branded school-wear, or access to luxury items such as school photography vouchers, vouchers for FoPS events, etc. In line with the Affordable Schools Strategy, this offer seeks to remove the visibility of poverty for our families, whilst ensuring the cost of the school day is affordable for all and the access to provision is equitable.</p>	<p>3</p>
<p>I: Continued deployment of two Emotional Literacy Support Assistants (ELSA) (£6,545) with a specific focus in supporting vulnerable learners to develop emotional regulation strategies and improve learning behaviours (plus supervision and training costs). In addition, the continued deployment of two Thrive practitioners (£5,662) with a specific focus in supporting vulnerable learners through a trauma-informed approach, targeting more bespoke emotional wellbeing needs.</p>	<p>There continues to be a demand for additional pastoral provision for children in schools, targeting improved emotional literacy. The ELSA programme is supported by educational psychologists, ensuring high-quality on-going support, and the Thrive approach is a highly reputable evidence-based programme.</p>	<p>1, 2</p>

<p>J: To provide for all pupils to access specialist instrument lessons (£20,212).</p>	<p>Evidence suggests that children who learn to play a musical instrument enjoy improved school attainment. Further, children benefit from having an opportunity to develop their confidence and demonstrate their progress at the annual musical instrument showcase.</p>	<p>2, 3</p>
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**Total budgeted cost: £101,836.00**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

Activity	Actual impact
To provide subscription to Maths - No Problem! resources to support accelerated progress in maths	Following our second year investing in this scheme, we have become aware that this has widened more gaps rather than filled them. There is unofficial professional dialogue within the sector that a lot of schools are moving away from the scheme. Qualitative data from staff provides mixed reviews regarding the children's access to the scheme, and of their ability to show progress. We plan to seek an alternative maths scheme for this coming academic year.
Investment in PHSE curriculum: SCARF and the Thrive approach to develop emotional resilience and wellbeing in vulnerable children	This continues to be an effective part of our curriculum. Teachers have increased their use of the class-profiling tools within Thrive in order to better allocate 1:1 Thrive sessions for those in need of them. The SCARF scheme provides teachers with ready-to-use planning and is easily adaptable, supporting a more effective workload for our teachers. Coram Life Education, of which the SCARF programme is part of, is the leading charity provider of PSHE curriculum across the UK. We plan to continue our use of both the Thrive and SCARF programmes for this coming academic year.
Teaching assistants delivering the Shine programme	The intention of the Shine programme is to ensure accelerated progress (to then provide greater opportunity for children to achieve expected attainment levels. End of academic year 2024/25 progress data indicates 91% of Pupil Premium children accessing the reading Shine intervention made at or above expected levels of progress; this is in comparison with 100% of their non-Pupil Premium Peers. Further,

	<p>64% of Pupil Premium children accessing the maths Shine intervention made at or above expected levels of progress; this is in comparison with 100% of their non-Pupil Premium Peers.</p> <p>Although intended for all children, not just those with Pupil Premium, the impact of this for last academic year highlights a negative disparity for these children in comparison with their non-Pupil Premium peers. We will therefore need to carefully consider its impact at the end of next academic year to ensure that it is not disadvantaging Pupil Premium learners.</p>
<p>To provide for all pupils to access specialist music lessons</p>	<p>There has been great interest in this new initiative this year, with all 3 instrumental disciplines being fully subscribed. The school also showcased the children's talents and progress in a Spring concert which it plans to make an annual event, where children, including those in receipt of Pupil Premium funding, had the opportunity to perform. We plan to continue to offer this service for this coming academic year.</p>
<p>Teaching Assistant salaries, providing targeted support for children including vulnerable children</p>	<p>Our support staff remain a vital body of our school, providing both targeted and flexible support for our most vulnerable learners. The children that our teaching assistants predominantly support are in receipt of Pupil Premium funding, benefiting from more opportunities to make academic, social and emotional progress. We have continued to invest in our teaching assistants, providing them with training focused on whole-school CPD. This has included oracy, speech and language therapy and SEMH support. Teaching Assistants have continued to be flexible, with their deployment as a result of the needs of our most vulnerable learners.</p>
<p>Continued deployment of two Emotional Literacy Support Assistants (ELSA) with a</p>	<p>This intervention scheme has continued to be successful, with a timetable for those in receipt of ELSA changing each long term to</p>

<p>specific focus in supporting vulnerable learners to develop emotional regulation strategies and improve learning behaviours (plus supervision and training costs).</p>	<p>enable a wide proportion of our school can access this (due to a waiting list being in operation). The SENCo (who leads on timetabling) and the Deputy Head (who leads on pastoral matters including Pupil Premium) meet to allocate those who are most in need of ELSA and, if not, which alternative support may be more appropriate. We plan to continue to offer this service for this coming academic year.</p>
<p>Continued employment of a family support worker to provide parental support and to work with vulnerable families.</p>	<p>This had proven to be a really useful additional skillset within our staff team, however the post was resigned halfway through the year. In response to this, it was carefully considered how we might bridge this offer for our families and devised both a more-effective internal support referral system in place (so that the appropriate services including external services can be sign-posted directly to families, or referrals made by school staff) and the addition of a parent/carer webpage with a vast amount of information regarding services for families.</p>
<p>To provide financial support for all pupils to participate in educational trips, visits and extra-curricular activities. (e.g. Y5/6 residential, trips including to the Houses of Parliament)</p>	<p>No children missed out on accessing any educational trips, visits or extra-curricular activities, proving that this allocation of funding has successfully enabled all children, including those in receipt of Pupil Premium funding, an equitable offer. We plan to allocate funding again for this in the coming academic year.</p>