

Pupil Premium Strategy Statement – Littleport Community 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	403
Proportion (%) of pupil premium eligible pupils	25%
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 (2023-2026)
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	A Rivett
Pupil premium lead	S Jackson
Governor / Trustee lead	D Barker/ K Jacklin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£154,530
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	N/A
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>	£154,530

Part A: Pupil premium strategy three year plan

Statement of intent

Our intention is to enable all children, including those receiving Pupil Premium funding, to succeed, make consistent progress and feel a strong sense of belonging within our school community. Our focus is to target and support disadvantaged children to close the educational attainment gap and improve outcomes for all students. To address the limitations that a label of 'Pupil Premium' or 'Disadvantaged' may impose, we are using the term 'Above and Beyond Children' or ABCs when referring to our children in receipt of Pupil Premium funding. This highlights the importance of our school going above and beyond to support these children to succeed throughout their primary education.

We value the importance of an awareness that disadvantaged pupils may face a variety of challenges that can impede their ability to thrive in their educational journey. A whole school culture of understanding and addressing these challenges is crucial for providing effective support. We understand that our children have unique life experiences and value the importance of acknowledging that this must be integral to our approach. All children, not only those from disadvantaged backgrounds will benefit from our strategy.

As an outward thinking school, quality first teaching is central to our approach, ensuring that the children experience the highest quality experiences in the classroom, with an emphasis on ongoing research and subsequent evidence based CPD exploring effective pedagogy.

In order to promote an inclusive whole school culture, we identify four key foci:

1. Ethos, attitudes and expectations: creating whole school ethos and attitudes to raise expectations and improve children's experiences.

- To enable all pupils, particularly Above and Beyond Children to achieve their full potential in a supportive environment.
- To broaden Above and Beyond Children's experiences and cultural capital.
- To be inclusive and facilitate a sense of belonging for all pupils.

2. Pastoral: addressing family trauma.

- We aim to provide support, safety and confidence-building for children facing difficult family circumstances, such as parental separation or other challenges at home.

3. Attendance and punctuality

- To reduce Above and Beyond Children's persistent absences from 25.4% (2024-25) to 22% (2025-26).

4. **Address the vocabulary gap through whole class approaches and interventions to enhance life chances.**

- To improve vocabulary for learning.
- To increase the percentage of Pupil Premium pupils achieving the expected standard in the Phonics Screening Check by providing targeted, high-quality phonics interventions.
- To provide ongoing phonics support beyond Year 1 for children who did not meet the expected standard in the Phonics Screening Check.
- To establish a culture of oracy across our curriculum, enabling children to learn to talk and through talk as a Voice 21 School.

Challenges

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

Challenge number	Detail of challenge
1. Ethos, attitudes and expectations: creating whole school ethos and attitudes to raise expectations and improve children's experiences.	With 25% of the school in receipt of Pupil Premium funding, we are aware of an increasing need to foster a sense of belonging for these children. Therefore, creating a positive whole-school ethos is central to shaping the attitudes and expectations that influence every child's learning journey. By fostering a culture of high aspirations, mutual respect and inclusivity, we aim to uplift children's experiences academically, socially and culturally. This shared commitment across staff, pupils, and families helps build a nurturing environment where every child feels valued, supported and inspired to achieve their best.
2. Pastoral: addressing family trauma.	At present, our Pupil Premium funding covers YMCA counselling to support SEMH for our Above and Beyond Children. During the academic year 2024-25, 78% of children (7/9) accessing YMCA were Above and Beyond Children. There have been traumatic events around and following the separation for all of these children. There are many other children, who would benefit from additional access to SEMH support.

3. Attendance and punctuality.	During 2024-25, overall attendance was 94.9% (93.6%, 2023-24). Attendance for Non-Pupil Premium funded children was higher at 95.9% (95% 2023-24) than for Above and Beyond Children at 92.4% (89.5% 2023-24). Persistent absenteeism across the school reached 10.4% (15% 2023-24). Persistent absences reached 7.9% for Non-Pupil Premium funded children (13% 2023-24) and 25.4% (38% 2023-24) for Above and Beyond Children. In addition to this, 16% (16% 2023-24) of our Above and Beyond Children are regularly late to school, resulting in lost learning time and impacting on pupils' attainment and progress.
4. Address the vocabulary gap through whole class approaches and interventions to enhance life changes.	Assessments, observations and discussions with pupils indicate significant underdeveloped oral language skills and vocabulary gaps among many Above and Beyond Children, regardless of age. This can affect their ability to access the curriculum, express ideas clearly and engage confidently in classroom discussions. Without targeted support, these gaps can widen over time, impacting reading comprehension, writing skills, and overall academic progress. Addressing these concerns is essential to ensure equitable learning opportunities and long-term success.

Intended outcomes

This explains the outcomes we are aiming for **by the end of our three-year strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
1. Ethos, attitudes and expectations: Gaps are closing in attainment and progress in the core subjects. Children to participate in activities to expand on cultural capital, encouraging a sense of belonging. Heightened awareness of all staff in meeting the needs of Pupil Premium pupils.	• Pupil Progress meetings system enables focused discussions about children's attainment and progress as well as concerns raised to be addressed. • The targets set for Above and Beyond Children are outlined in Pupil Progress meetings. • Pupils vulnerable for not meeting targets are discussed at Pupil Progress meetings reflected in adaptations to the curriculum, support in class and interventions where appropriate. • Pupil Progress targets are met. • Pupil Progress meetings used effectively to impact attainment and progress. • Phonics Screening Check targets met. • End of Key Stage 2 SATs targets met.

	• Every child will have had an educational visit to broaden cultural capital. • Every child will have been given the opportunity to participate in a residential visit in Year 4 and Year 6. • Children will have access to extra-curricular clubs. • Children will have the opportunity to learn a musical instrument with a 50% reduction in cost. • Visitors welcomed into school for special activities linked to the curriculum. • Visits to local Church for services at Harvest, Christmas and Easter. • Teachers have greater awareness of family needs and more regular contact. Reminders throughout the year. Monitored by: • Pupil Premium Lead, reviewing outcomes from Pupil Progress meetings. • Pupil Premium Lead- create a system for monitoring visits and visitors. • Pupil Premium Lead- analysis of club registers. • Pupil Premium Lead- analysis of parental attendance at events, such as class assemblies. • Teacher voice regarding developing awareness of Above and Beyond Children and the challenges faced. • Monitoring by SLT.
2. Pastoral: addressing family trauma: Children who are experiencing challenging parental separation are accessing SEMH support.	• Pupil Premium children have accessed the support provided. • Improved behaviour and engagement of pupils accessing support through YMCA. • Improved attendance for pupils accessing support through YMCA to reduce persistent absenteeism (where appropriate). • Achievement and progress data targets met. • Developed class teacher relationship with children. Monitored by: • Learning walks and discussion with teachers and other class-based staff- SLT learning walks. • Monitored by Inclusion Lead and Pupil Premium Lead.
3. Attendance and punctuality:	• Persistent absence target is met.

To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. To reduce ABC persistent absences to 22%. To reduce ABC lateness to 10%	• Lateness target is met. • Children continue to access Early Birds Breakfast Club. Monitored by: • Inclusion Lead provides an overview to SLT. • Pupil Premium Lead uses this data to inform targeted children for Early Birds Breakfast Club.
4. Address the vocabulary gap through whole class approaches and interventions to enhance life chances: To improve phonics knowledge, vocabulary, oral and language skills and confidence. To develop pupils' ability to speak, listen, and communicate effectively across a range of contexts, supporting both academic success and personal development.	• Quality First Teaching focused on vocabulary across the curriculum across the school. • Whole class teaching of phonics using Little Wandle across EYFS and Key Stage 1. • Keep Up interventions for children not achieving expected outcomes through whole class phonics teaching. • Voice 21 strategies embedded throughout the school. Impact evidenced within writing and oracy to enable children to learn to and through talk. Monitored by: Pupil Premium Lead through learning walks, teacher and pupil voice. Phonics Lead to identify children in need of support. Book looks evidence the progression in use of vocabulary. Voice 21 Champions through listening walks and pupil voice.

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: £55,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Quality of Education: Deputy Head/ Pupil Premium Lead roles supporting the needs of ABCs. Contributing 20% towards the Deputy Headteacher/Assistant Headteacher salary. Deputy Head/ Writing Lead- CPD focusing on pedagogical approaches to teaching writing.	Education involves helping a novice develop strong, readily accessible background knowledge. It's important that background knowledge be readily accessible, and this occurs when knowledge is well rehearsed and tied to other knowledge. In two of the major studies on the impact of teachers, the investigators found that students in classrooms with more effective teachers had a higher success rate, as judged by the quality of their oral responses during guided practice and their individual work. Marc Rowland- The greatest impact comes from the quality of the pupil's classroom experience. We aim to support the pupil in class wherever possible so that they are not withdrawn unnecessarily. This is key to promoting their self-confidence, self-esteem, participation in learning, confident and positive social interaction.	1, 4
Raise expectations of all children, including those in receipt of PP funding.	Marc Rowland- Class teachers have the highest expectations of all pupils. Pupils are supported to work constantly to improve their personal best, which raises self-esteem and contribution.	1
Voice 21: Whole class approaches to teaching oracy. Voice 21 CPD cascaded to all staff by Voice 21 Oracy Champions.	EEF research: On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress. Training can support adults to ensure they model and develop pupils' oral language skills and vocabulary development.	1, 4

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

Budgeted cost: £50,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching Assistants dedicate 1.5 hours weekly to support ABCs.	Research by Sharples, Webster and Blatchford, (2015) found that when TAs deliver short, structured, time-limited individual or small group interventions, this can have a positive impact on attainment. This deployment arrangement can add approximately three-to-four additional months' progress, provided that teaching assistants are trained to deliver the interventions. Additionally, the impact on attainment is positive when explicit connections	1

	are made between interventions out of class and the work/learning in class	
Teaching Assistants to lead small group phonics interventions (Little Wandle) between Y1 and Year 3.	Letters and Sounds research states that neurological research has identified an area of the brain dedicated to the process of reading. This area is not operational from birth; rather, the neurological pathways are established as we learn the connections between letters and sounds. These pathways provide the basis for automatic word recognition and fluent reading.	1, 4
Teaching Assistants to lead small group reading Interventions (Little Wandle) between Y1 and Y3 to support early reading.	Professor Timothy Rasinski (EEF) states that ensuring every child has the necessary skills they need to read is an essential component of literacy education. It enables children to not only learn across the curriculum but also to access numerous aspects of daily life, influencing the opportunities that they have available to them in the future.	1, 4
Third Space Learning membership: Year 6 online maths tutoring. Access to online tutoring and resources for KS2.	EEF- Closing the disadvantage gap: One to one tuition approaches can enable pupils to make effective progress by providing intensive, targeted academic support to those identified as having low prior attainment or at risk of falling behind. The approach allows the teacher or tutor to focus exclusively on the needs of the learner and provide teaching that is closely matched to each pupil's understanding. One to one tuition offers greater levels of interaction and feedback compared to whole class teaching which can support pupils to spend more time on new or unfamiliar, overcome barriers to learning and increase their progress through the curriculum.	1

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

Budgeted cost: £45,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
S Parrin- Inclusion Lead- supporting pupils with attendance and punctuality. Contributing 50% towards the Inclusion Lead's salary	EEF Toolkit: Social and emotional learning approaches have a positive impact, on average, of 4 months' additional progress in academic outcomes over the course of an academic year. Other research evidence suggests that young people's social emotional and mental health (SEMH) needs have a significant impact on all aspects of their life including their learning and progress through the curriculum, behaviour in school	2

YCMA: SEMH support for children experiencing family trauma.	and attendance, further training and employment and general life chances.	
Breakfast offer for pupils in receipt of Pupil Premium funding with a history of lateness or persistent absenteeism.	DFE: Evidence shows that providing a healthy school breakfast at the start of the school day can contribute to improved readiness to learn, increased concentration, and improved wellbeing and behaviour.	1, 2, 3
Support with cost of school uniform	Child Poverty Action Group identify that children from low income families often encounter barriers to participating fully at school, making it harder for them to learn, achieve and be happy.	1
Support with the cost of milk	Milk during the school day ensures that students receive the essential nutrients vital for their growth and well-being, plus it fills the void of hunger between breakfast and lunch that children often feel.	1
Support with the cost of music tuition- 50% reduction in cost per lesson	DFE: Music is an important part of education, and it has been proven that it plays a key role in children's cognitive and social development. This is because it helps with the nurturing of language, motor skills, emotional intelligence, and collaboration skills.	1
Support with the cost of residential trips in Year 4 and Year 6.	Research carried out by Dr Jane Dudman, Carrie Hedges & Dr Chris Loynes identifies that post residential trips, 70% of staff survey respondents stated that the residential had begun to achieve its aims in relation to improving cohesion and interpersonal relationships by, most commonly, providing opportunities for students to: engage in new activities in new environments; work with other students outside of their normal peer groups; and shine at new activities thereby enhancing their standing with their peers. Both staff and students talked of improved relationships between students (both from their own schools and other schools), as well as students' increased confidence to develop new relationships, both with staff and other students. Staff also identified that students who did not normally work as part of a team did so on the residential and continued to do so back at school.	

Total budgeted cost: £150,000

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Review of Desired outcomes from 2025-2026

- 1. Ethos, attitudes and expectations: creating whole school ethos and attitudes to raise expectations and improve children's experiences.**

Pupil Progress Meetings and Targeted Support

Pupil Progress meetings took place in March and June following summative assessments to review attainment and progress across the year. Above and Beyond Children (ABCs) were identified for targeted support through both in-class provision and structured interventions. These included phonics, handwriting, maths skills, and SEMH support such as Zones of Regulation. Interventions were regularly monitored and adapted in response to individual needs. Targets were set for all children, with specific focus on ABCs and those with multiple vulnerabilities. Data, alongside teacher formative assessment, informed discussions and enabled teachers to demonstrate a strong understanding of pupils' strengths, barriers, and next steps. The Pupil Progress meeting cycle proved highly effective in supporting children both within and beyond the classroom and contributed positively to outcomes. End of Key Stage 2 SATs targets were met, with attainment exceeding national averages in Combined Reading, Writing and Maths (69% compared to 63% nationally), Reading (81% compared to 75% nationally), and Maths (80% compared to 75% nationally), while writing matched the national figure at 73%. Phonics outcomes were also strong, with 85% of pupils meeting the expected standard.

Broadening Cultural Capital and Enrichment Opportunities

Educational visits took place across all year groups and were carefully linked to the curriculum. These included visits to local museums, a farm, the seaside, the Cathedral, and areas of historical interest. Residential opportunities at Grafham Water and London continued to enhance pupils' experiences, with Pupil Premium funding providing financial support for ABC families to access these opportunities. All KS2 pupils were offered the opportunity to learn a musical instrument, with vulnerable families benefiting from a 50% reduction in lesson costs through the Pupil Premium budget. A range of extra-curricular clubs, many focusing on sports, were available throughout the year. Pupils also benefited from visits and workshops delivered by authors, Britten Sinfonia and dance organisations. Year 4 pupils participated in a community arts festival at the Cathedral, while children across the school engaged with activities linked to The National Year of Reading, including online events. Additional opportunities included church services at Harvest, Christmas and Easter, year group assemblies for parents, Christmas performances, the Reception Nativity and the Year 6 production. These

experiences successfully broadened cultural capital and ensured that all children, including ABCs, had access to a rich and varied range of opportunities.

Parental Engagement and Staff Awareness

All adults across the school maintained a strong awareness of ABC pupils and were available to provide support where required. Teachers actively followed up with parents who were unable to attend consultation evenings, offering telephone discussions to ensure effective communication and strong home-school partnerships. Staff remained visible and approachable at the beginning and end of the school day, further strengthening relationships with families. Parents were kept well informed through the weekly newsletter Sway, which provided updates on curriculum learning and key information relating to reading and wider school life. These approaches have helped foster positive engagement with families and strengthened support for vulnerable pupils throughout the year.

2. Pastoral: addressing family trauma

Throughout the year, a number of our most vulnerable ABC pupils have accessed support through the YMCA counselling service, primarily in response to significant changes in home circumstances, including parental separation. Of the children receiving YMCA support, 79% were ABC pupils, demonstrating that this provision has been effectively targeted towards those with the greatest need.

Feedback from teachers indicates that pupils who have accessed counselling have become more settled emotionally and are better able to engage with classroom learning. Many have shown improved concentration, increased participation in lessons and more positive interactions with peers and adults. For some pupils, attendance has also improved as barriers related to emotional wellbeing have been addressed. In addition, the support has strengthened relationships between pupils and school staff, allowing children to feel safe, listened to and supported within the school environment.

Alongside YMCA counselling, some vulnerable pupils have continued to benefit from regular check-ins with a designated safe adult. These opportunities have provided a trusted space for children to share concerns, regulate emotions and seek support when needed. As a result, pupils have been better equipped to manage challenges, access learning and participate positively in school life. Overall, this provision has had a positive impact on pupils' wellbeing, engagement and readiness to learn.

3. Attendance and Punctuality

Improving attendance and reducing persistent absence has remained a key priority throughout this strategy. Attendance for ABC pupils during the 2025-26 academic year was 91.5%, compared to 95.8% for non-ABC pupils. Whilst this represents a 0.9% decrease from 2024-25, attendance has improved by 2% since the beginning of the strategy in 2023-24, demonstrating positive longer-term progress.

Attendance for ABC pupils was also only 0.39% below FFT national data, indicating

that attendance remains broadly in line with national expectations despite the complex barriers faced by some disadvantaged families.

Persistent absence continues to be an area of concern and the target of reducing ABC persistent absence to 22% was not met. During 2025-26, 32.1% of ABC pupils were persistently absent, representing an increase of 7% compared to 2024-25. However, this remains 5.9% lower than at the start of the strategy in 2023-24, demonstrating that overall improvement has been achieved across the three-year period. More encouragingly, 60% of pupils identified as persistently absent in the Autumn term improved their attendance by the end of the academic year, highlighting the positive impact of ongoing intervention and support.

The Inclusion Lead has continued to monitor attendance closely, working alongside families to address barriers to regular attendance. Regular analysis of attendance data has enabled timely identification of pupils and families requiring additional support.

The Early Birds Breakfast Club has continued to be a highly effective element of our attendance strategy for a small group of children. The provision is specifically targeted towards pupils with attendance concerns and those at risk of persistent absence. Attendance data shows that 94% of regular club members attend daily, with only 11% of these pupils remaining persistently absent. Half-termly attendance reviews have increased the number of regular attendees, with additional families invited to participate where concerns are identified.

The club's impact extends beyond attendance. It provides breakfast for children, supports positive relationships between staff and pupils and offers a calm, nurturing start to the school day. The opportunity to enter school earlier through a quieter entrance has been particularly beneficial for some vulnerable pupils, helping to reduce anxiety and improve punctuality. Staff report that regular attendees are more settled and confident within the school environment, developing positive relationships with a wider range of adults across the school. Although parental engagement remains variable and some families have chosen not to access the provision despite repeated invitations, the significant benefits seen for those who do attend demonstrate that this remains a valuable and successful intervention.

Overall, while attendance and persistent absence targets were not fully met, targeted support, close monitoring and the continued success of the Early Birds Breakfast Club have contributed to improved outcomes for many ABC pupils, particularly when compared with the baseline position at the start of the strategy

4. Address the vocabulary gap through whole class approaches and interventions to enhance life chances.

This priority has continued to have a positive impact on pupils' communication, language development and early reading outcomes. Through the consistent implementation of high-quality phonics teaching, targeted interventions and the embedding of Voice 21 strategies across the school, pupils have been supported to develop their vocabulary, confidence and ability to communicate effectively across a range of contexts.

Phonics outcomes show significant improvement compared to the previous year. In the 2025-26 Phonics Screening Check, 85% of pupils met the expected standard, compared to 79% in 2024-25. Outcomes for ABC pupils increased from 63% to 74%, whilst non-ABC pupils increased from 82% to 89%. Although a gap remains between ABC and non-ABC pupils, the substantial improvement in ABC attainment demonstrates the positive impact of consistent whole-class phonics teaching through Little Wandle alongside targeted Keep Up interventions. These approaches have enabled more pupils to secure the foundational reading skills required to access the wider curriculum.

The school is now in the second year of the three-year Voice 21 programme and has continued to invest in professional development to strengthen the teaching of oracy. School Champions have accessed external training and have cascaded this learning to teaching staff, resulting in a more intentional and consistent approach to oracy teaching throughout the school. Listening walks have demonstrated that strategies for both learning to talk and learning through talk are increasingly evident within classroom practice, with clear progression across year groups. A visit from a Voice 21 consultant validated the school's work and confirmed the positive impact that the programme is having on both staff confidence and pupils' communication skills.

Staff confidence in teaching oracy has continued to improve, with 69% of staff reporting that they feel confident teaching oracy compared to 40% in 2024-25. This increase reflects the effectiveness of ongoing professional development and the growing consistency of practice across the school.

Pupil voice also demonstrates the positive impact of this work. All pupils surveyed (100%) stated that they believe oracy is important, an increase from 96% in the previous year. In addition, 93% reported regularly participating in oracy activities in class, compared to 91% the previous year, and 90% stated that their teachers help them to develop their speaking and listening skills, an increase from 87% in 2024-25. These outcomes suggest that pupils increasingly recognise the value of effective communication and are benefiting from opportunities to develop these skills within the classroom.

Overall, the combination of high-quality phonics provision, targeted intervention and the continued embedding of Voice 21 strategies has successfully supported pupils' language development, confidence and communication skills. Improvements in phonics attainment, increased staff confidence and positive pupil feedback indicate that this strategy is having a sustained impact, particularly for disadvantaged pupils, while continuing to close gaps in attainment and improve access to the wider curriculum.

Externally provided programmes

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

Programme	Provider
Year 6 maths tutoring	Third Space Learning

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year

The impact of that spending on service pupil premium eligible pupils