



Striving together for excellence and enjoyment

Pupil Premium Strategy

2025-2028

Last reviewed

April 2026

Pupil premium strategy statement – Pirton 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	September 2025 – 139 pupils April 2026 – 135 pupils
Proportion (%) of pupil premium eligible pupils	September 2025 – 14% April 2026 – 14%
Academic year/years that our current pupil premium strategy plan covers (September 2025 – July 2028 (3 academic years))	2025-2026 – September 20/139 April 19/135
Date this statement was published	Autumn 2025
Date on which it will be reviewed	Mid-year Spring End year Summer
Statement authorised by	Jenn Magdeburg (Head)
Pupil premium lead	Allison Shaw
Governor / Trustee lead	Vanessa Cole

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£42,420 (based on 28 children at October 2024 census)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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>	£42,420

Part A: Pupil premium strategy plan

Statement of intent

It is our intention that the Pupil Premium Funding we receive will enable the children who are eligible for this funding to have full access to the wider curriculum. One of the ways that the funding will be used to improve access to extra curricular clubs, to enable full engagement with the wider curriculum and to provide highly personalised provision for our pupils. We fully believe that there is no “one size fits all” and as such we will be working with families on an individual basis to ensure that we understand the way the funding we receive best supports their child.

We work closely with families to identify barriers and address these, rather than waiting for parents to self refer or self identify need.

Our approach to utilising the funding incorporates the key aims of the Pupil Premium Funding and all spending is linked to one of the key priorities:

- Support high-quality teaching, such as staff professional development
- Provide targeted academic support, such as small group support
- Tackle non-academic barriers to academic success, such as difficulties with attendance, behaviour, and social and emotional wellbeing.

Since September 2022, a member of staff has taken on responsibility for Pupil Premium, alongside the Headteacher and this has raised the profile and importance of the allocation of the funding being tightly focused to raise attainment and curriculum access for eligible pupils.

Children who are eligible for Pupil Premium are considered in terms of progress and attainment in our Pupil Progress Meetings as a distinct group of children. We also hold meetings with parents of children eligible for Pupil Premium funding. Our dedicated Pupil Premium Lead attends all Pupil Progress Meetings and has weekly release time for the purpose of leading on the achievement and progress of this group.

Challenges

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

Challenge number	Detail of challenge
1	A high percentage of our pupils eligible for Pupil Premium Funding also have Special Educational Needs. In addition, a significant number of pupils with SEN are awaiting diagnoses on long waiting lists. Whereas some of our families pay for private assessments to reduce the wait, our families eligible for Pupil Premium Funding are generally less able to do so.

2	We wish to offer a wide curriculum which includes regular educational visits and visitors. However due to small cohort sizes and a rural location, educational visits are generally more expensive than if offered in larger, urban schools. We have no funding to subsidise trips for children eligible for Pupil Premium funding without the use of PP funding itself.
3	For some of our families eligible for Pupil Premium Funding, there is a lack of wider infrastructure to support them. This is exacerbated by our rural location, the lack of the Family Support Service, the availability of our part time SENCO and the lack of school funding to provide wider family support to our most vulnerable families. In addition, where families do not drive, the public transport system is limited and families are unable to access local help.
4	Attendance remains a barrier/concern for many of our families. This includes a significant number of cheaper, more affordable term time holidays. In addition, again linked to the rural nature of our school, families can struggle to get to school on time when relying on public transport to get older children to school.
5	There is a significant void between groups of pupils in our school in terms of socio economic backgrounds. This means that disadvantaged pupils, without the use of PP funding, are unable to access clubs, PTA events, music lessons and much more that the parents of their peers finance.

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
To further develop our strategies and systems to identify needs and support all children, but especially those eligible for PP funding, who have identified additional learning and support needs.	<ul style="list-style-type: none"> • Data Tracking will be in place for all children eligible for PP funding to track progress. This will show gains in terms of progress and attainment. • Data Tracking will be in place for all children eligible for SEN funding and PP funding which is closely aligned to APDR targets. As well as showing gains in terms of progress and attainment, it will be clear that APDR targets are meaningful and being met. • Pupil Progress Meetings will have a focus on children eligible for PP funding. These conversations and the associated data will show that children eligible for PP funding are making good progress from their starting points. • Pupil Premium Funding will be being used to provide assessments to identify learning needs in order to provide suitable support to lead to good progress. • The SEN register will be a working document where children move onto and off it according to progress and attainment.

<p>To continue to further develop our broad, balanced, stimulating and relevant curriculum through high quality visits and visitors.</p>	<ul style="list-style-type: none"> • Children eligible for Pupil Premium will have received financial support in order to reduce the financial barrier to attending educational visits. • Participation in non curriculum trips (residentials) of children eligible for Pupil Premium and their non-disadvantaged counterparts will be in line. • Pupil Premium Funding will have been used to develop skills and talents of children beyond the classroom. • Children eligible for Pupil Premium Funding will have full access to the broad, balanced and stimulating curriculum. • Through careful planning and implementation of educational visits good practice including combining year groups where possible to reduce costs we will continue to strive to reduce barriers.
<p>For all children and families in our school to feel well supported and have access to appropriate support.</p>	<ul style="list-style-type: none"> • Through a personalised approach rather than a “one size fits all” approach there will be evidence that a range of support is being offered and accessed by families.
<p>For attendance and punctuality of children in receipt of Pupil Premium Funding to be in line with their peers.</p>	<ul style="list-style-type: none"> • Attendance Tracking shows an improvement in attendance and punctuality for this group of pupils. • Barriers will be identified and support will be place to reduce the impact of these barriers. • Attendance data on individual data tracking sheets will be improving for this group of learners. • Support for attendance will be supportive and collaborative rather than punitive.

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: £4000 (12 days of targeted time for PP lead and SENCO over the academic year)

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Regular (weekly) release time for PP Lead to monitor this group of pupils.</p> <p>Regular (termly) release time for PP Lead and SENCO for leadership and monitoring of PP funding and impact through attendance at Pupil Progress Meetings.</p> <p>Regular (half termly) release time for PP Lead to monitor provision in the school.</p>	<p>A leadership environment and school climate that is conducive to good implementation is essential to set the stage for implementation through school policies, routines and practices led by a wider team (SENCO, PP Lead and HT)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/implementation</p>	<p>1</p>
<p>One Staff Meeting per half term delivered by HT, PP Lead or an external provider linked to the needs of disadvantaged learners.</p>	<p>From the EEF Guide to the Pupil Premium:</p> <p><i>Gaining a thorough knowledge of your disadvantaged pupils' levels of attainment and progress is the first step to developing an effective Pupil Premium strategy. You should adopt a rigorous approach to identifying your pupil needs, avoiding the temptation to cherry-pick data that confirms 'hunches'. You should gather and reflect on a wide range of data to build a rich picture.</i></p> <p>HFL Education Underserved Training programme</p>	<p>1</p>

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

Budgeted cost: £30,000 (this is linked to salaries to reduce class sizes and increase adult support)

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Class sizes and structure are in place to ensure that where possible (Reception, Year 1, Year 2, Year 3) children are taught in single year group classes where the teaching and support is tailored to their needs.</p> <p>Where this is not possible (Years 4,5 and 6) the class structure means that children are educated with academic peers.</p>	<p>The EEF guide to Pupil Premium</p> <p><i>Making sure an effective teacher is in front of every class, and that every teacher is supported to keep improving, is especially important for socio-economically disadvantaged pupils. Investing in high quality teaching for these pupils should be a top priority for Pupil Premium spending.</i></p>	<p>1</p>
<p>All classes except one have less than 25 children with one additional adult to support the teacher and children.</p> <p>The one larger class (32 children in September 2025) has two additional adults to support the teacher and children.</p>	<p>Targeted deployment, where teaching assistants are trained to deliver an intervention to small groups or individuals has a higher impact.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teaching-assistant-interventions</p>	<p>1</p>
<p>All children eligible for Pupil Premium Funding whether or not they have additional learning needs will have their data tracked, monitored and rapid interventions put in place where needed.</p>	<p>From the EEF Guide to the Pupil Premium:</p> <p><i>“Gaining a thorough knowledge of your disadvantaged pupils’ levels of attainment and progress is the first step to developing an effective Pupil Premium strategy. You should adopt a rigorous approach to identifying your pupil needs, avoiding the temptation to cherry-pick data that confirms ‘hunches’. You should gather and reflect on a wide range of data to build a rich picture.”</i></p> <p>HFL Education Underserved Training programme</p>	<p>1</p>

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

Budgeted cost: £8,420

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</p> <p>Daily monitoring of attendance by Admin Assistant, shared with Headteacher followed by dialogue and agreed actions.</p> <p>Implementation of "late book" to monitor trends not otherwise recorded.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>4</p>
<p>Funding to ensure children eligible for PP funding have equal access to extracurricular activities such as sporting clubs.</p> <p>Funding is used to provide music lessons (50% funded) as well as some out of school activities</p>	<p>The breadth of extra-curricular activities, spanning the musical, artistic, social and sporting domains, are widely considered valuable life experiences that should be open to all young people, regardless of background or where they happen to live.</p> <p>https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/818679/An_Unequal_Playing_Field_report.pdf</p>	<p>2, 5</p>
<p>Funding to ensure children eligible for PP funding have equal access to educational visits and visitors.</p>	<p>Schools should remove non academic barriers to participation. Positive learning behaviours that enable pupils to access the wider curriculum benefit all pupils.</p>	<p>2,5</p>

<p>All school trips are 50% funded for children eligible for Pupil Premium. This is £500/child for the two residentials and approximately £100/child each year for non residential trips.</p>	<p>https://d2tic4wvo1iusb.cloudfront.net/documents/School_Planning_Guide_2022-23.pdf?v=16528158312</p>	
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified that emerge over the course of the academic year.</p>	<p>All challenges</p>

Total budgeted cost: £ 4,000 + £30,000+ £8,420 = £42,420

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

See Pupil Premium Strategy document reviewed in June 2025. [Pupil premium strategy statement](#)

See attainment data [KS2-data-2022-2025.pdf](#)

Due to low cohort numbers, our data is rarely considered significantly significant:

4 year picture

EYFS (Reception)

	July 2022	July 2023	July 2024	July 2025
Good Level of Development	9/17 52.9%	14/21 66%	20/28 71.4%	10/13 77%
National	65.2%	67.2%	67.7%	68.3%
Boys	5/11 45.5%	5/8 62.5%	9/12 75%	3/5 60%
Girls	4/6 66.7%	9/13 69.2%	11/16 68.8%	7/8 88%
SEN	1/3 33%	0/1 0%	1/1 100%	0/1 0% (This child is SEN and PP)
PP	0 children	3/4 75%	3/6 50%	0/1 0% (This child is SEN and PP)

Phonics Screening (Year One/Year Two)

	July 2022	July 2023	July 2024	July 2025
Year One	60%	14/20 70%	19/22 86%	16/22 73%
National	75%	79%	80%	80%
Year One PP	1/3 33%	3/6 50%	3/5 60%	3/6 50% (national PP 67%)
Year One SEN	1/3 33%	3/6 50%	1/2 50%	5/8 63%
Year Two retakes		7/11 64%	4/6 67%	2/4 50%
Year Two retakes PP		1/2 50%	0/1 0% (same child as SEN below)	2/2 100%
Year Two retakes SEN		1/3 33%	0/1 0% (same child as PP above)	0/1 0%

Multiplication Test (Year Four)

	July 2022	July 2023	July 2024	July 2025
Highest score	25/25		25/25	25/25
Lowest score	Disapplied		6/25	6/25
Mean score	15/25		20/25	13/25
PP highest score	0 PP children		24/25	15/25
PP lowest score	0 PP children		16/25	1/25
PP mean score	0 PP children		20/25	9/25
SEN highest score	25/25		17/25	23/25
SEN lowest score	10/25		6/25	0/25
SEN mean score	16/25		13/25	11/25

KS2 SATS

		July 2022	July 2023	July 2024	July 2025
PIRTON	Reading	18/22 82%	13/22 59%	11/12 92%	15/20 75%.
	Spelling, Punctuation and Grammar	16/22 73%	18/22 82%	9/12 75%	17/20 85%.

	Maths	13/22 59%	14/22 64%	8/12 67%	14/20 70%.
	Writing	15/22 68%	16/22 73%	10/12 83%	14/20 70%.
	Science	20/22 91%	19/22 86%	12/12 100%	16/20 80%
NATIONAL	Reading	(2019) 73%	73%	74%	75%
	Spelling, Punctuation and Grammar	(2019) 78%	72%	72%	73%
	Maths	(2019) 79%	73%	73%	74%
	Writing	(2019) 78%	71%	72%	72%
	Science	(2019) 83%	90%	81%	82%

KS2 SEN

		July 2022	July 2023	July 2024	July 2025
PIRTON	Reading	5/7 71%	3/6 50%	2/2 100%	3/7 43%
	Spelling, Punctuation and Grammar	4/7 57.1%	5/6 83%	1/2 50%	4/7 57%
	Maths	3/7 42.9%	4/6 66%	1/2 50%	3/7 43%

	Writing	2/7 28.6%	3/6 50%	0/2 0%	3/7 43%
	Science	5/7 71%	4/6 66%	2/2 100%	3/7 43%

PP

		July 2022	July 2023	July 2024	July 2025
PIRTON	Reading	2/3 66%	1/3 33%	0 children	3/4 75%
	Spelling, Punctuation and Grammar	3/3 100%	3/3 100%		3/4 75%
	Maths	1/3 33%	2/3 66%		2/4 50%
	Writing	3/3 100%	3/3 100%		3/4 75%
	Science	3/3 100%	3/3 100%		3/4 75%