

Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Fritwell CE School
Number of pupils in school	131
Proportion (%) of pupil premium eligible pupils	14.5%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2026 to 2028-2029
Date this statement was published	November 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Jon Jeffries, Headteacher
Pupil premium lead	Jon Jeffries
Governor / Trustee lead	Rebecca Kyte

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£23,015
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	£23,015

Part A: Pupil premium strategy plan

Statement of intent

Our school vision is 'Drawing on the Water of Life. Living Well; Learning Well; Loving Well.' We aspire to create an environment of possibilities where children develop a lasting love of learning and through working together as a community will be encouraged and nurtured to fulfil their potential.

When making decisions about using Pupil Premium funding we consider the context of our school carefully, taking into account the challenges faced by our disadvantaged families. We consider EEF research and evidence alongside our own experience of supporting our families to ensure that funding is allocated in a way which will have significant impact on outcomes for children.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Common barriers to learning for disadvantaged children can include; less support from home, lack of access to wider educational and extra-curricular experiences, lack of resources in the home, weak language and communication skills, gaps in core skills/knowledge, lack of confidence and resilience, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all" approach. All children are unique and we continually strive to build strong relationships with all of our pupils and families in order to support them in the most effective way possible.

Our ultimate objectives are:

- ✓ To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.
- ✓ For all disadvantaged pupils in school to make at least expected progress from their individual starting points, recognising that some disadvantaged pupils may be achieving well but may still require support in order to achieve their full potential
- ✓ To support our children's health and wellbeing to enable them to develop and flourish

Challenges

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

Challenge number	Detail of challenge
1	Attainment gap in children achieving the expected standard in Reading, Writing and Phonics
2	Internal and assessments indicate that maths attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
3	Poor language and communication skills due to limited early learning opportunities
4	Lack of resilience which impacts children's progress
5	Reduced access to learning resources, extra-curricular activities and wider real life experiences

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
Decrease the attainment gap in reading, writing and phonics	KS2 outcomes by 2028/29 show that there is an increased proportion of disadvantaged pupils meeting the expected standard.
Improved maths attainment for disadvantaged pupils at the end of KS2.	KS2 maths outcomes by 2028/29 show that there is an increased proportion of disadvantaged pupils meeting the expected standard.
Achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> qualitative data from student voice, student and parent surveys and teacher observations
Develop resilience skills and help pupils utilise further strategies to cope with difficulties when learning and socialising.	Pupils will develop a range of strategies to help regulate their emotions. Well-being will be supported by adults in school, with all staff recognising that to learn well in school, pupils need to be emotionally ready to learn. Personalised ELSA RAG rated targets will show improvements across the sessions.

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: £5,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance for mastery</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training).</p> <p>(£2,000)</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3</p> <p>The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year.</p>	2,4
<p>NELI Early Language program</p> <p>Use of WellComm speech and language toolkit to improve language skills for disadvantaged pupils with relatively low language skills</p> <p>(£1,500)</p>	<p>NELI is a Nuffield Foundation initiative and was developed by leading academics in the field of language and literacy development. The aim was to design an evidence-based early intervention programme that could be easily delivered by schools to address children's language needs. Several robust evaluations has led to NELI being the most well-evidence early language programme available to schools in England.</p>	1,3,4
<p>Purchase of a DfE validated Systematic Synthetic Phonics programme (reading material to secure stronger phonics teaching for all pupils.</p> <p>RWI subscription</p> <p>(£3,500)</p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1,4

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

Budgeted cost: £22,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Targeted additional support (in and out of class)</p> <p>PiXL support programme (£3,000)</p> <p>RSL teacher (£3,000)</p> <p>Additional TA support time (£16,000)</p>	<p>Small group tuition is defined as one teacher or professional educator working with two to five pupils together in a group. This arrangement enables the teacher to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.</p>	1,2,3,4
<p>Plus 1 and power of 2 – math intervention</p> <p>TA cost (£1,000)</p>	<p>There is an evidence base to suggest the individualised instruction can have a positive impact of progress.</p>	2,4

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

Budgeted cost: £9,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>ELSA program Staffing and resource</p> <p>(£4,000)</p>	<p>Social and Emotional Learning – interventions which target social and emotional learning seek to improve pupil's interaction with others and self management of emotions, rather than focusing directly on the academic or cognitive elements of learning. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family and community. These include : specialised programmes which are targeted at students with particular social or emotional needs.</p>	4
<p>HSLW</p> <p>(£5,500)</p>	<p>We define parental engagement as the involvement of parents in supporting their children's academic learning. It includes:</p> <ul style="list-style-type: none"> the involvement of parents in their children's learning activities more intensive programmes for families in crisis. Family links support for families Supported Team Around the Family meetings and Early Help Assessments <p>Support children by:</p> <ul style="list-style-type: none"> 1:1 support for emotional regulation Play therapy for children 	4,5

Total budgeted cost: £37500

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 2024 to 2025 academic year.

EYFS – Good Level of Development

23-24 = 88%

Pupil Premium: 0 children

24-25 = 88%

Pupil Premium: 100% (2 of 2) Targeted extra tuition/small group focus through streaming for phonics

Year 1 phonics screening check

23-24 = 89% (Year 2 retakes 100% 1 of 1)

Pupil Premium: 0% (0 of 2)

24-25 = 94% (Year 2 retakes 66% 2 of 3 and 100% 2 of 2 PPG) benefits of Read Write Inc phonics package fully embedded and targeted staff support and continual training and support.

Pupil Premium: 100% (2 of 2)

End of KS1 assessments

23-24 = 47% combined and 0% greater depth combined

Pupil Premium: 0% (1 of 1)

24-25 = 65% combined and 20% greater depth

Pupil Premium: 0% (0 of 2)

End of KS2 internal assessments

23-24 = 73% combined reading, writing, maths. 5% greater depth

Pupil Premium: 66% (2 of 3)

24-25 = 86% combined reading, writing, maths. 0% greater depth

Pupil Premium: 100% (1 of 1)

Targeted Pupil Premium spending is having a significant impact on EYFS/KS1 phonics and KS2 end of year assessments. The additional TA and SENDCo time working with targeted

students continues to contribute in a meaningful way to a number of students achieving important primary school assessment milestones. ELSA support meant that key disadvantaged children were mentally prepared to learn and able to take end of stage assessments.

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
PiXL	
ELSA	

