

Pupil premium strategy statement – Patrington CE Primary Academy

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	190
Proportion (%) of pupil premium eligible pupils	22%
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)	Dec 2025 - Dec 2028
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	G Pepper
Pupil premium lead	G Pepper
Governor / Trustee lead	J Speck

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£54890
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>	£54890

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to ensure that our pupils are not disadvantaged as a result of their socioeconomic context. We believe that with the correct support all pupils can achieve their full potential, as long as the provision meets their needs. When making decisions about using Pupil Premium funding it is important to consider the context of the school and the specific challenges faced alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, weak language and communication skills, more frequent behaviour difficulties, lack of access to enrichment opportunities and social and emotional/mental health issues. The challenges are varied and there is no “one size fits all”. We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Our ultimate objectives are to:

- ✓ Remove barriers to learning created by poverty, family circumstance and background
- ✓ Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally
- ✓ Ensure ALL pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum
- ✓ Develop confidence in their ability to communicate effectively in a wide range of contexts
- ✓ Enable pupils to look after their social and emotional wellbeing and to develop resilience.
- ✓ Access a wide range of opportunities to develop their knowledge and understanding of the world

Context of the school:

Patrington is a one form entry C of E school with classes ranging in size from 20 and a maximum of 32. The school is full with a pan set of 30 pupils. Patrington is set in a rural village location with a mixed social demographic and 22% Pupil Premium. 3% of children have an identified need requiring an EHCP.

The school offers nursery provision from age 3 with the majority of our children entering the school from nursery.

The EYFS unit consists of FS1 and FS2 children.

Achieving our objectives:

Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching which meets the needs of all pupils.

Provide targeted intervention and support to quickly address identified gaps in learning including the use of small group work, 1:1, 1:3 or small group tuition Target funding to ensure that all pupils have access to trips, residential, first-hand learning experiences. Provide opportunities for all pupils to participate in enrichment activities including sport and music.

Provide appropriate pastoral support to support pupils in their emotional and social development.

(This is not an exhaustive list and strategies will change and develop based on the needs of individuals.)

Key Principles

We ensure that teaching and learning opportunities meet the needs of all the pupils. We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are

adequately assessed and addressed.

In making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be disadvantaged. We also recognise that not all pupils who are disadvantaged are registered or qualify for free school meals.

We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being disadvantaged.

Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Challenges

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

Challenge number	Detail of challenge
1	<u>Impact of social isolation</u> Isolation of village and limited supporting resources for families. The community needs support to access supporting services.
2	<u>Attainment and Progress</u> Academic gap between disadvantaged data and peer data. Children need support to make progress in reading, writing and maths bringing them closer to their attainment targets thus narrowing the gap.
3	<u>Language Development</u> As a result of narrowed social experiences, language and communication has suffered. Children need support from an early stage to develop a wide and varied vocabulary so they have the confidence to communicate in a range of different contexts.

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
Pupils and families are supported by the school to improve their wellbeing and mental health. This will include the development of a community hub for local families.	<p>Parental Engagement: Attendance at Mental Health Support Team (MHST) workshops increases by 25% term-on-term.</p> <p>Wellbeing Records: >75% of pupils identified as "vulnerable" show an</p>

	<p>improvement in their "Boxall Profile" by the end of the academic year.</p> <p>Hub Utilisation: At least two community-led events (e.g., a community choir or a local coffee morning) are hosted in the school hub per term.</p>
Academic gaps close between disadvantaged pupils and all pupils.	<p>Targeted Intervention 100% of Disadvantaged Pupils identified as "under-performing" receive same day targeted interventions.</p> <p>Quality First Teaching 100% of lesson observations and learning walks demonstrate that Disadvantaged Pupils are prioritised for teacher feedback and "live marking" during lessons.</p>
Access to high quality specialist music tuition.	<p>Performance: 100% of pupils participate in one Winter and one Summer showcase.</p> <p>Aspiration: End-of-year Pupil Voice surveys show that >80% of pupils agree with the statement: <i>"I have the skills to continue improving in music next year."</i></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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £9927

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access to specialist music tuition for pupils to learn to play an instrument.	<p>The "Harmony Project" and studies by the Royal Philharmonic Society show that music can be a "leveler" for pupils from lower socio-economic backgrounds.</p> <ul style="list-style-type: none"> • Closing the Gap: For pupils who may lack linguistic resources at 	1

	<p>home, music provides a non-verbal medium for excellence. This builds the "Belief and Aspiration" mentioned in your success criteria.</p> <ul style="list-style-type: none"> ● Neuroplasticity: Music tuition has been shown to "remodel" the brains of disadvantaged children, specifically improving their ability to filter out background noise—a crucial skill for focusing in a busy classroom. 	
<p>Lyfta Learning Story Worlds</p>	<p>Introduce diverse narratives and broaden horizons</p> <p>Lyfta storyworlds present people, places and perspectives from around the world to show diverse cultures and ways of life in an authentic and relatable way.</p> <p>Data from school-based impact reports (surveying over 350 schools) suggests that Lyfta acts as a powerful leveler for disadvantaged and SEND pupils.</p> <ul style="list-style-type: none"> ● 92% of teachers reported that Lyfta helped reduce the attainment gap by providing a visual and intuitive entry point for EAL (English as an Additional Language) and dyslexic learners who might struggle with text-heavy global geography. ● Contextualized Learning: Teachers observed that children were able to construct "factual connections" above their normal level because the learning was contextualized. For example, instead of reading about sustainability, they "visit" a village in Ethiopia to see how it is practiced in daily life. <p>Lyfta's pedagogy is rooted in the idea of Intercultural Capital—the "resource bank" of global experiences a child can draw upon to understand the world.</p> <ul style="list-style-type: none"> ● Authenticity: Many storyworlds are created by filmmakers from the communities they showcase, ensuring the narrative is not "colonized" or viewed through a 	<p>1 & 2</p>

	<p>Western lens, but told by the people themselves.</p> <ul style="list-style-type: none"> ● Broadening Horizons: In a case study from a rural UK school, a student noted that Lyfta "teleported" them to places they wouldn't see for years, effectively accelerating their understanding of the world by a decade. ● Common Ground: In "before and after" attitudinal surveys, Lyfta found that after using the platform, students were significantly more likely to say they had "common ground" with people of different ethnicities and religions compared to their initial baseline. 	
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £4963

Activity	Evidence that supports this approach	Challenge number(s) addressed
PIXL	<p>PiXL treats learning gaps like a doctor treats an illness. Instead of re-teaching a whole topic, teachers use:</p> <ul style="list-style-type: none"> ● Diagnosis: Using Question Level Analysis (QLA) after an assessment to find the <i>exact</i> micro-skill a pupil is missing (e.g., not just "Maths," but "subtracting fractions with different denominators"). ● Therapy: Targeted, short-burst teaching sessions (often called 	2

	<p>"therapies") designed to fix only that specific gap.</p> <ul style="list-style-type: none"> ● Testing: A follow-up "mini-test" to prove the gap is closed before moving on. ● Revisit: Checking back later to ensure the knowledge has moved into long-term memory. <p>PiXL provides tools like Personalised Learning Checklists (PLCs).</p> <ul style="list-style-type: none"> ● Why it's good: It gives pupils ownership. A student can see a list of curriculum topics color-coded (Red/Amber/Green). This reduces "exam anxiety" because the mountain of revision is broken down into small, manageable molehills. ● For Teachers: It allows for "marginal gains." By identifying the "key marginal" pupils (those just a few marks off the next grade or the expected standard), schools can allocate resources where they will have the most impact on overall results. 	

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

Budgeted cost: £40000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Access to Behaviour and Wellbeing lead. To lead on wellbeing interventions and attendance improvement.	<p>Research from the Education Endowment Foundation (EEF) suggests that social and emotional learning (SEL) interventions can lead to an average of +4 months' additional progress over the course of a year.</p> <ul style="list-style-type: none"> ● Impact: A Lead ensures these interventions are systematic rather than sporadic. 	1,2 & 3

	<ul style="list-style-type: none"> ● The Science: Stable wellbeing reduces "cortisol" levels in pupils, allowing them to move from a "survival" state to a "learning" state. <p>Data from the Timpson Review of School Exclusions indicates that schools with integrated wellbeing and behavior strategies have significantly lower rates of permanent and fixed-term exclusions.</p> <ul style="list-style-type: none"> ● Proactive vs. Reactive: A Lead shifts the school culture from <i>punishing</i> symptoms to <i>addressing</i> causes (e.g., trauma, undiagnosed SEND, or bereavement). ● Attendance Link: There is a direct statistical correlation between "School Belonging" and attendance. A Wellbeing Lead fosters this sense of belonging, specifically for Disadvantaged Pupils. <p>The Public Health England report, "<i>The link between pupil health and wellbeing and attainment</i>," found that pupils with better emotional wellbeing at age 11 were more likely to achieve higher KS2 and KS4 results.</p> <ul style="list-style-type: none"> ● The "Whole Child" Data: Schools that prioritise wellbeing see a "diminishing of the difference" in the attainment gap, as disadvantaged students often face the highest levels of external stress. 	
Development of Community Hub	<p>In isolated areas, schools often become the last remaining civic anchor. When a school functions as a "Community Hub," it bridges the gap between the family home and essential services that are otherwise hours away.</p> <p>The evidence for this model is found in both UK government pilots (like the Family Hubs program) and educational research into "Educational Isolation."</p> <p>Research from Plymouth Marjon University on "Educational Isolation"</p>	1

	<p>highlights that schools in remote coastal or rural areas face a "double disadvantage": socioeconomic deprivation coupled with geographical distance from support services.</p> <p>The Hub Solution: The "Hub School" model mitigates this by creating a single point of access. Instead of families traveling to a distant city for mental health or social services, the services "travel" to the school.</p> <p>Evidence: Evaluations of school-led hubs show they reduce "cultural isolation" by providing a venue for the very enrichment opportunities (like the music tuition you've planned) that pupils in cities take for granted.</p> <p>One of the strongest pieces of evidence for school-based hubs is the Trust Factor. Isolated families are often wary of statutory services (social workers, local authorities) but trust their child's school.</p> <ul style="list-style-type: none"> ● The "One-Stop-Shop": The Family Hubs Network reports that co-locating services (midwifery, debt advice, mental health) within a school removes the "stigma" of seeking help. ● Impact on Wellbeing: Data from hubs in the Wirral showed that 90% of attendees reported direct improvements in their wellbeing because the support was "welcoming and non-judgmental." <p>Evidence suggests a direct link between the "Hub" and the classroom:</p> <ul style="list-style-type: none"> ● Reduced Barriers: By hosting "Barriers to Attendance" meetings (which you listed in your success criteria) in a familiar hub environment, schools see higher engagement from "hard to reach" parents. ● Aspiration: When community groups (choirs, businesses, or charities) use the school, pupils see their school as a place of broader opportunity, which 	
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	correlates with higher academic motivation.	
Responsive inclusion & barrier removal : Rapid, individualised support to ensure every pupil can access the full school offer (attendance, music, and social life).	<p>Research into "The Marginalised Child" (Social Mobility Commission) shows that it is often the <i>small</i>, practical barriers—not just big academic ones—that prevent success.</p> <ul style="list-style-type: none"> ● The "Micro-Intervention" Effect: Providing a bus pass or a breakfast club spot is often more effective for attendance than a formal meeting. ● The "Sense of Belonging": Buying a specific resource (like a specific instrument or a PE kit) sends a powerful signal to the child that they "belong" in the school community. 	1.2 or 3.

Total budgeted cost: £ 54,890.

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Cohorts for data sets for disadvantaged are small (under 10 pupils) and therefore less reliable.

50% disadvantaged pupils passed phonics screening in 2025.

57% Year 2 pupils achieved Reading, Writing & Maths combined in 2025.

14% Year 6 pupils achieved Reading, Writing & Maths combined in 2025.

Improved Boxall profile scores for pupils receiving specific wellbeing interventions.