

Exning Primary School 2025-26 Pupil Premium Strategy Statement

This statement details our school's use of pupil premium funding for the 2025 to 2026 academic year; helping 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	Exning Primary
Number of pupils in school	226
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers	2025/26
Date this statement was published	September 2025
Date on which it will be reviewed	Autumn 2026
Statement authorised by	James Clark/Emma Hardy Co-Headteachers
Pupil premium lead	James Clark/Emma Hardy, Co-Headteachers
Trustee lead	David Bicker

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£57,230
Recovery premium funding allocation this academic year	£2,393
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	£59,623

Part A: Pupil premium strategy plan

Statement of intent

At Exning Primary school, we understand that challenging socio-economic circumstances can create additional barriers to successful learning. However, we are clear that these challenges can be overcome. The evidence base strongly suggests that the most effective way to improve outcomes for disadvantaged children is through excellent classroom teaching. Excellent classroom teaching can be achieved by all teachers, through a combination of high-quality professional development; sharing of outstanding practice and open and honest conversations about learning. All children need opportunities to enrich their lives through experience and schools must make sure that where children are unable to access these at home, the opportunities are provided for them by school.

Although financial support is provided for schools, specifically for children who qualify for Pupil Premium, outstanding educational outcomes for these children are best achieved through ensuring outstanding practice in classrooms throughout the school. In this way, all vulnerable children are helped to achieve the best possible outcomes according to their starting points.

Research and evidence about tackling educational disadvantage indicates that we must first identify barriers to learning. At Exning Primary School we continue to carry out analysis of barriers to learning for disadvantaged pupils in our school and identified the following:

- A language deficit – both a gap in vocabulary and a lack of ability to manipulate language for effect
- A lack of metacognitive strategies – a gap that we have identified between our successful and less successful learners
- Emotional well-being - this has a great potential for negative impact on behaviour for learning
- Limited 'Cultural Capital' and enrichment – lack of experiences is a limiting factor in how we understand language

Some of our vulnerable children could be experiencing more than one of these barriers to learning.

Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, continuing to be more prevalent among our disadvantaged pupils than their peers.
2	Our assessments and observations across the school indicate that some of our disadvantaged pupils struggle with fluency in their writing.
3	Through careful monitoring and a thorough understanding of our families, we understand that sometimes financial constraints can be an obstacle to Pupil Premium children accessing the same cultural capital as their non-disadvantaged peers. This has a negative impact on their ability to take a full part in our curriculum.
4	Our attendance data over the last academic year indicates that 28% of disadvantaged pupils have been 'persistently absent (below 90%)' compared to 15% of their non-disadvantaged peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting some of our disadvantaged pupils' progress.
5	59% of our disadvantaged children also have a special educational need or disability. We are still seeing an impact of COVID lockdown and absences resulting from it during that period. The usual intensive support given to these children was not possible at that time, resulting in less progress over this period for this group of disadvantaged pupils. These gaps continue to be addressed but are still very real.
6	As part of their holistic development, it is essential that our disadvantaged children are exposed to many different activities and experiences: Making them truly feel a part of our school family. We have worked and will continue to work to keep improving this offer.

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
1. Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
2. Improved fluency of writing among disadvantaged pupils.	Assessments will show that disadvantaged pupils will have made progress in line with their peers, producing quality pieces of writing across the curriculum.
3. Disadvantaged pupils will build on their cultural capital in line with their non-disadvantaged peers.	Financial constraint will not be a reason for any child to not take part in school trips, residential visits, OSHL, local groups/clubs eg, Scouts, swimming etc. School will support families where necessary.
4. To ensure all pupils' attendance is at least above 90% and preferably above 95%	The vast majority of disadvantaged children will have attended school above 90% and all will continue to make progress on their previous attendance. Robust protocols, communication and support will assist families ensuring increased attendance.
5. Our disadvantaged children with SEND will continue to have improved outcomes.	SEND provision will continue to have a positive impact on the progress and attainment of our learners. We will continue to see rapid improvement where pupils make progress in line with their peers.
6. Our OSHL offer will continue to provide all of our children with essential experiences and have a positive impact on children's well-being.	Outside providers and school staff will offer clubs and our school PE coach will run clubs in preparation for inter-school competition. All children will be taken to competitions by our sports coach in the school minibus. All disadvantaged children will have the option of school support financially, for both in-school and out of school provision.

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: **£43,860**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Purchase/subscription of standardised diagnostic assessments.</p> <p>Training for staff to ensure assessments are interpreted and administered correctly.</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p>Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF</p>	1, 2, 5
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary.</p> <p>We will purchase/subscribe to resources and fund ongoing teacher training and release time.</p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</p>	1
<p>Subscription, and ongoing training, of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. We have chosen ELS.</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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1,2,5
<p>Enhancement of our writing teaching and curriculum planning. We will fund teacher release time to embed key elements of new training in school and to</p>	<p>After analysis of our writing achievement, we decided to adapt the way we teach writing to meet the needs of our current children.</p> <p>We will fully implement the Spelling Shed spelling scheme.</p>	2

<p>access Write Stuff resources.</p> <p>We will also invest in spelling resources across the school.</p>	<p>Also invest in a range of spelling/dyslexia resources.</p>	
<p>Improve the quality of social and emotional (SEL) monitoring and intervention.</p> <p>THRIVE, Trauma Informed and Hamish & Milo approaches continue to be/will be embedded into routine educational practices and supported by professional development and training for staff.</p> <p>Very focused monitoring will allow for accurate intervention in order to ensure all children can effectively develop resilience and engage in the joy of learning.</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	All
<p>Maintain increased TA hours to support the everyday quality first teaching in all classes, including The Hive.</p>	<p>Highly trained TA intervention is paramount to excellent achievement. Internal data shows the impact of these extra adults is huge.</p>	All

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

Budgeted cost: **£2,400**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embed engagement in the Language Link (Junior & Infant) programme to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills.</p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p>	1

In-school tutoring for those children in Y6 who require extra tuition to prepare for transition into secondary schools.	Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	2
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: **£20,880**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of school minibus to ensure PP children attendance at sports clubs and inter school competition.	Playing a full part in the whole life of the school increases cultural capital and gives the child a feeling of belonging to our school family.	3,4,6
Continuing to embed principles of good practice set out in the DfE's Improving School Attendance advice. Headteacher will work closely with attendance officer and school office staff to ensure robust reporting and communications are in place.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4
Miscellaneous costs for outside club fees, uniforms, school trips (including residentials), Wrap-around-care places/holiday club places, chrome books etc	The enjoyment of participation and the obvious cultural capital derived from taking a full part in our school family, is anecdotally evident across our school. This cost will continue to rise, when factoring in the cost of living crisis.	3,6
To ensure our well-being offer is shared and utilised by staff and parents, in order to ensure we are all in a good position to support our students.	The obvious positive mental health and resilience that is evident, on the whole, in our school family.	All
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours,	All

	we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	
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Total budgeted cost: £67,140

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.

Monitoring and observations indicate that our disadvantaged children are fully engaged in lessons, and book scrutinies and triangulated assessment evidence this judgement.

Our internal assessments during 2024/25 suggested that the performance of disadvantaged pupils was broadly in line with or above their non-disadvantaged peers. This has been consistent for at least 5 years.

Participation levels for our disadvantaged children remained at 100% of children attending at least one OSHL activity across the year.

Our overall attendance in school continues to be above national (94.8%) at 95.1% with our disadvantaged children at 92.3%. This is in line with last year's attendance for this group and we will continue to intervene and support families where necessary. We pride ourselves on our communication and early help strategies to support families in need.

Pupil Premium children with SEND continue to make excellent progress across the school, due to our inclusive, adapted curriculum and highly trained staff. We had no external progress measure for Y6 last year.

Our assessments and observations indicated that pupil wellbeing and mental health continue to be an area that needs addressing, particularly for some of our disadvantaged pupils. Although we feel we have addressed most of these issues very successfully, we continue to use a percentage of pupil premium funding to provide wellbeing support for all pupils, and targeted interventions where required. We are building on that approach with the activities detailed in the plan for the coming academic year. We have also developed our well-being offer for staff and parents, as we fully understand the importance of caring for ourselves before we can care for others.