

Pupil Premium Strategy Statement 2025/6– The Pochin 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 | 137 |
| Proportion (%) of pupil premium eligible pupils | 9.6% |
| Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended) | 2024/25 to 2026/27 |
| Date this statement was published | December 2025 |
| Date on which it will be reviewed | December 2027 |
| Statement authorised by | Mel Evans (Headteacher) |
| Pupil premium lead | Mel Evans |
| Governor / Trustee lead | Suruchi Metha |

Funding overview

| Detail | Amount |
|--|--------|
| Pupil premium funding allocation this academic year | £4,040 |
| 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> | £4,040 |

Part A: Pupil premium strategy plan

Statement of intent

The ultimate goal for all disadvantaged pupils at The Pochin School is to allow pupils to reach at least the attainment of non-disadvantaged pupils so as to establish a secure educational pathway, leading to greater successes in the future. We aim for all of our children to 'Belong, learn and flourish.' High-quality teaching is at the heart of our approach.

The Pochin School Pupil Premium plan endeavours to promote secure reading ability for all, identify gaps in English writing and maths as early as possible, implement structured support to bridge the gaps identified and build success and confidence, to establish pupils with a resilience and calmness to allow them to learn and thrive.

The Pochin School works on the basis that a child needs to feel secure and happy to be able to learn. By achieving this, a pupil will be able to receive the identified support and accelerate their attainment. Consequently, these pupils will be able to overcome the disadvantage experienced.

Challenges

This 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 suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers. |
| 2 | Our assessments, observations and discussions with pupils and families indicate that disadvantaged pupils are less confident and resilient in their learning that may have been eroded due to missed learning opportunities due to poor/ limited attendance. |
| 3 | Internal and external assessments in reading and mathematical problem solving and reasoning indicate that attainment for disadvantaged pupils is below that of non-disadvantaged pupils |
| 4 | Attendance data over recent years indicates that attendance among disadvantaged pupils has been lower than for non-disadvantaged pupils. Attendance data for 2024-2025: <ul style="list-style-type: none">All Pupils: 97.3%Pupil Premium: 94.4% |

| | |
|---|---|
| | <p>Persistent Absenteeism:</p> <ul style="list-style-type: none"> • All Pupils: 3.3% • Pupil Premium: 22.2% <p>Absenteeism is negatively affecting the children's academic progress and attainment.</p> |
| 5 | <p>Resources and Enrichment opportunities evidences that the cost of enrichment opportunities, resources and additional activities is a concern, particularly due to family income that has been further impacted by the present cost of living crisis. The costs involved means that the children are less likely to be involved and access the offer of such opportunities.</p> |

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 |
|---|--|
| Quality first teaching through CPD and coaching is to be implemented in all classrooms to support all pupils. | <ul style="list-style-type: none"> • For ECTs to be coached and supported by experienced staff in school. They will learn to highlight gaps in learning, assessing pupils learning, plan and reshape planning to meet pupils needs, to support pupils becoming resilient learners. |
| The attainment of disadvantaged pupils is to be in line with those that are not disadvantaged. This is to be in line at both school and national level. | <ul style="list-style-type: none"> • All disadvantaged pupils make at least expected progress from their starting points. • Accelerated progress closes the attainment gap between disadvantaged and non-disadvantaged pupils. • |
| Areas of need are identified early in English reading, writing and maths and effective quality first teaching is used to close the gaps in learning. | <ul style="list-style-type: none"> • Baseline assessments identify target groups. • Whole class teaching addresses key starting points. • Targeted groups and individuals have appropriate support planned and in place. |
| Phonics – disadvantaged pupils to pass Year 1 phonics screening in line with their peers. | <ul style="list-style-type: none"> • Staff trained and up to speed with the delivery of RWInc. • RWInc Development Days • Children grouped into appropriate levels (cross year group) • Reading books match phonic ability (including ditties) • Reading audit by the Roade English Hub |

| | |
|--|--|
| Maths attainment for disadvantaged pupils to be in line with their peers. | <ul style="list-style-type: none"> Teachers know gaps to be addressed from previous years Established small group support for eligible disadvantaged pupils with targeted time/ interventions (based around EEF) to remove gaps in maths to bring them back to age-related expectations. Pre-teaching to support eligible individuals to access content of maths lessons within whole class mastery sessions. |
| Enrichment opportunities and extracurricular activities accessible to all pupils, including those identified as disadvantaged. | <ul style="list-style-type: none"> Subsidised funding for school activities and equipment enables more disadvantaged pupils to participate on extra-curricular and enrichment activities. A significant increase in participation in enrichment activities, particularly among disadvantaged pupils |

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: £ 3380

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| <p>Continual Professional Learning Opportunities</p> <p>Developing high quality teaching, assessment and a curriculum which responds to the needs of pupils</p> <p>Opportunities such as individual training opportunities, teacher research groups and external moderation activities</p> <p>Ongoing mentoring and coaching activities linked to our School Development Priorities</p> | <p>High-quality teaching EEF</p> <p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> | 1, 2, 3, 4 |

| | | |
|---|---|------------|
| and Rosenshine's Principles of Instruction and use of Trust-wide subscription to Walkthrus Platform | | |
| Standardised testing Purchase of NTS standardised assessments - Staff training to ensure the effective implementation and interpretation of the assessments | 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: EEF publishes findings from systematic review of attainment... EEF | 1, 2, 3, 4 |
| Phonics All staff trained to deliver RWI as new system for phonics. Children grouped into appropriate levels (cross lower years) Matching & monitoring of reading books to phonic ability (inc ditties) | EEF – Structure approach to phonics has been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4-7 year olds) as they begin to read. Phonics EEF | 1, 2, 3, 4 |

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

Budgeted cost: £ 500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|--|---|-------------------------------|
| ELSA/Social, Emotional and Mental Well-being support - Trained ELSA to work full time to deliver programmes of support to pupils who are experiencing temporary or longer term additional emotional needs. Support will be delivered on an individual or small group basis. - Improve the quality of social and emotional learning and extend access available. | The ELSA program is an evidence-informed intervention program where ELSAs design bespoke support plans which are tailored to the specific needs of each child or group of children. When social, emotional or well-being needs are identified it enables targeted support to be offered. The setting of targets and progress evaluation provides evidence of the impact achieved. ELSA sessions have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted sessions have been shown to be more effective when delivered by a trained staff member. There is extensive evidence associating childhood | 4 and 5 |

| | | |
|---|---|------------|
| - Provide ongoing pastoral support to pupils identified by staff and parents as needing additional social, emotional and mental well-being support. | social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers). https://www.elsanetwork.org/elsa-network/evaluation-reports | |
| | Some pupils may require additional support alongside high-quality teaching in order to make good progress. The evidence indicates that small group and one to one interventions can be a powerful tool for supporting these pupils when they are used carefully. Targeted interventions that are suited to individual needs and which focus on gaps in knowledge and learning have a positive impact on learning and support accelerated progress. | 1, 2, 3, 4 |

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

Budgeted cost: £ 160

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|-------------------------------|
| Attendance Work in collaboration with Trust Attendance and Welfare Team | EEF and DfE confirm parental engagement in overcoming barriers to attending school regularly has high impact. | 1, 2, 3, 4 |
| Enrichment Subsidised funding for school activities and equipment (extra-curricular activities, music lessons, day trips, residential visits, swimming lessons, uniform.) | Enrichment approaches can directly improve pupils' attainment. These approaches may happen during or outside of normal school hours and may seek to pursue academic goals through non-traditional means. https://educationendowmentfoundation.org.uk/guidance-for-teachers/life-skillsenrichment | 5 |

Total budgeted cost: £ 4040

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

- 1) Phonics – pupils grouped in appropriate abilities taught at the level required to enable them to make rapid progress from starting point. 95% of pupils passed the Phonics Screening Test in the 2024/25 academic year
- 2) Maths attainment for disadvantaged pupils to be in line with their peers. Gaps are closing between disadvantaged and non-disadvantaged pupils but this continues to be an area for development within the school. Outcomes by the end of Key Stage are improving and the gap is narrowing. Progress from book looks show that disadvantaged pupils make good progress and that there are no visible gaps between these pupils and their peers. We are confident that the actions outlined above are the right actions for us to take and will have the best impact for our pupils.
- 3) Pupils to develop self-reflection and resilience when learning. Pupil voice and classroom visits demonstrate that children are developing self-reflection and resilience. Many of our disadvantaged pupils applied for leadership roles in our school and were successful. This contributes to their self-reflection and resilience as well as building confidence and high aspirations.
- 4) Improve the quality of teaching through coaching. The ECT2s have successfully completed the probationary period and was part of the Leicestershire and Rutland Teaching Hub working group for ECTs.
- 5) Areas of need are identified early in English reading, writing and maths and effective quality first teaching is used to close the gaps in learning. Progress for disadvantaged pupils showed continued improvement through gap analysis and targeted teaching. However, although outcomes in combined attainment remain a challenge by the end of Key Stage 2.
- 6) To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils. A significant proportion of disadvantaged pupils were persistently absent; however there was a significant improvement from the previous academic year. This continues to be a focus for the school.

Externally provided programmes

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

| Programme | Provider |
|-----------------|-------------|
| Read Write Inc. | Ruth Miskin |