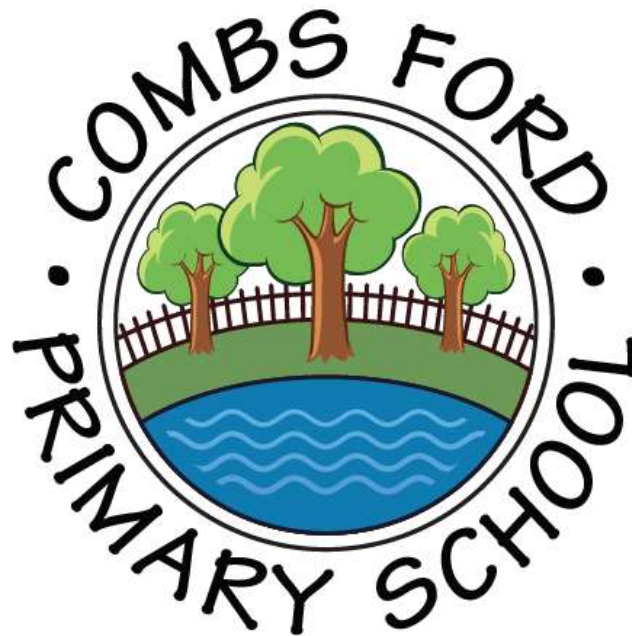


# Combs Ford Primary School

## Pupil Premium Strategy Statement 2025-2028



<b>Prepared By:</b>	Matt Wesley (Headteacher)	<b>Date:</b>	December 2025
<b>Approved By:</b>	Governing Body	<b>Date:</b>	January 2025
<b>Review Cycle:</b>	Termly		
<b>Next Review By:</b>	September 2028		

## Overview

This statement details our school’s use of the Pupil Premium Grant, the Recovery Premium and School-Led Tutoring Grant 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	299
Proportion (%) of pupil premium eligible pupils	29% (86 Pupils)
Academic year that our current pupil premium strategy plan covers.	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	Termly
Statement authorised by	Matt Wesley (Headteacher)
Pupil Premium lead	Matt Wesley (Headteacher)
Governor/ Pupil Premium Lead	Jade Hawes (Parent Governor)

## Funding Overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 121,442
Funding carried forward from previous years	£ 0
<b>Total budget for this academic year</b>	<b>£ 121,442</b>

## Part A: Pupil Premium Strategy Plan

### Statement of Intent

- Our aim is for all our disadvantaged children to achieve similar academic outcomes to our non-disadvantaged children.
- To achieve this, we follow the EEF's tiered approach to school improvement which focus on:
  - Access to high quality teaching;
  - Impactful targeted academic support;
  - Wider strategies to remove non-academic barriers to attainment.
- Our strategy covers 3 academic years:
  - Year 1: 2025-2026
  - Year 2: 2026-2027
  - Year 3: 2027-2028

### Challenges

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

Challenge Number	Detail of Challenge
1	Inconsistencies in the delivery and development of the core subjects have led to low pupil outcomes.
2	Some children do not have effective reading skills or have gaps in their learning.
3	Some children do not have effective writing skills or have gaps in their learning.
4	Some children do not have effective mathematical skills or have gaps in their learning.
5	In some cases, children have poor learning skills because they do not have high levels of resilience or value education highly.
6	In some cases, children have poor attendance.
7	Some children have not been exposed to the cultural experiences and background knowledge that will equip them with cultural knowledge to boost their education, careers and social development.
8	Some families are hard to reach.

## Intended Outcomes

Intended Outcome	Success Criteria
<p>All children (including Pupil Premium children) will have access to high quality teaching and learning.</p> <p>Children will access learning because teachers have adapted it accordingly.</p>	<ul style="list-style-type: none"> <li>All children will have access to high quality first teaching. They will achieve (or exceed) expected levels in reading, writing and maths and make (or exceed) expected progress.</li> <li>Lessons will be accessible for all children of all abilities and provide them with the opportunity to achieve through carefully thought-out scaffolding.</li> </ul>
<p>Children will have a love of reading and demonstrate secure decoding and comprehension skills.</p>	<ul style="list-style-type: none"> <li>The gap in phonics between <b>PP</b> and <b>Non-PP</b> children begins to close (previously <b>54%</b> compared to <b>93.9%</b>).</li> <li>Interventions have been effectively targeted.</li> </ul>
<p>Children will have a flair for writing and demonstrate secure spelling, handwriting and transcription skills.</p>	<ul style="list-style-type: none"> <li>The gap in Writing end-of-year KS2 expectations between <b>PP</b> and <b>Non-PP</b> children begins to close (previously <b>53%</b> compared to <b>66%</b>)</li> </ul>
<p>Children will have strong arithmetic skills and apply these in a range of ways.</p>	<ul style="list-style-type: none"> <li>The gap between end-of-Year 5 Maths and end-of-year KS2 expectations between <b>PP</b> and <b>Non-PP</b> children begins to close (previously <b>38%</b> compared to <b>71%</b>)</li> </ul>
<p>In more cases, children who do not have high levels of resilience or value education highly will develop better learning behaviours.</p>	<ul style="list-style-type: none"> <li>The Combs Code is embedded across the school (all children can articulate what the four areas of the Combs Code mean)</li> </ul>
<p>To improve attendance in school.</p>	<ul style="list-style-type: none"> <li><b>Pupil Premium</b> attendance (<b>currently 93.5%</b>) is in line with National which was 95.8% for all children in 2025.</li> </ul>
<p>More children will be exposed to the cultural experiences and background knowledge that will equip them with cultural knowledge to boost their education, careers and social development.</p>	<ul style="list-style-type: none"> <li><b>Pupil Premium</b> children will be offered a discount on all school trips to ensure they have the best opportunity of being exposed to cultural experiences offered by the school</li> </ul>
<p>More engagement and support will be provided for families who are hard to reach.</p>	<ul style="list-style-type: none"> <li>The Senior Leadership Team and Inclusion Team will develop strong lines of communication with families who have previously struggled to engage with supporting their child's education and attendance</li> </ul>

### Activity to Address Identified Challenges

This details how we intend to spend our Pupil Premium Grant over the 3 years of this plan to address the challenges listed above.

#### High Quality Teaching

Budgeted Cost 2025-2026: £4,950

Year	Activity	Evidence to Support This Approach	Challenge # Addressed	Cost to PPG 2025-2026	Cost to PPG 2026-2027	Cost to PPG 2027-2028
1-3	<p>Develop high quality teaching, assessment and a curriculum which responds to the needs of pupils.</p> <p>This will include spending on staff training and resources, such as PD Day training across the Trust, dissemination of CPD to the wider staff and work within Teaching and Learning groups such as the Maths Angles Hub.</p> <p><i>“High quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils.” EEF Evidence Brief</i></p>	<ul style="list-style-type: none"> <li>• Great Teaching Toolkit</li> <li>• Preparing for Literacy</li> <li>• Improving Literacy in Key Stage 1</li> <li>• Improving Literacy in Key Stage 2</li> <li>• Improving Mathematics in the Early Years and Key Stage 1</li> <li>• Improving Mathematics in Key Stages 2 and 3</li> <li>• <a href="#">EEF Toolkit: Phonics</a> – high impact for very low cost based on very extensive evidence (+5 months).</li> <li>• <a href="#">EEF Toolkit: Reading comprehension strategies</a> – very high impact for very low cost based on extensive evidence (+6 months).</li> <li>• <a href="#">EEF Toolkit: Mastery Learning</a> – high impact for very low cost based on limited evidence (+5 months).</li> </ul>	1 2 3 4	£750	£900	Allocated dependent on impact from 1 <sup>st</sup> and 2 <sup>nd</sup> year review

Year	Activity	Evidence to Support This Approach	Challenge # Addressed	Cost to PPG 2025-2026	Cost to PPG 2026-2027	Cost to PPG 2027-2028
2-3	Improve children’s awareness of their strengths and weaknesses (self-regulation) and how to plan, monitor and evaluate their learning (metacognition) through professional development for staff on evidence-based approaches.	<ul style="list-style-type: none"> <li>Metacognition and Self-Regulated Learning</li> <li><a href="#">EEF Toolkit: Metacognition and self-regulation</a> – very high impact for very low cost based on extensive evidence (+7 months).</li> <li>Effective Professional Development</li> </ul>	5	£- (Other school priorities for this academic year)	£500	Allocated dependent on impact from 2 <sup>nd</sup> year review
1-3	Implement White Rose Infinity as an additional home learning opportunity	<ul style="list-style-type: none"> <li>Using Technology to Improve Learning</li> </ul>	1 4	£1,200	£1,200	£1,200
1-2	Implement <a href="#">Accelerated Reader</a> to motivate, monitor, and manage children’s independent reading practice	<ul style="list-style-type: none"> <li>Using Technology to Improve Learning</li> </ul>	1 2	Subscription= £3,000	Subscription = £3,000	Allocated dependent on impact from 1 <sup>st</sup> and 2 <sup>nd</sup> year review

**Targeted Academic Support**

Budgeted Cost 2025-2026: £65,000

Year	Activity	Evidence to Support This Approach	Challenge Number Addressed	Cost to PPG 2025-2026	Cost to PPG 2026-2027	Cost to PPG 2027-2028
1-3	Learning Support Assistants deployment and interventions. To work 1:1 with targeted children and work in small groups to support targeted learners, particularly within core subjects.	<ul style="list-style-type: none"> <li>Making Best Use of Teaching Assistants</li> <li><a href="#">EEF Toolkit: Teaching Assistant Interventions</a> – moderate impact for moderate cost based on moderate evidence (+4 months).</li> <li>Effective Professional Development</li> </ul>	1 2 3 4 5	£65,000	£67,600	£70,300

	<p><i>“Strategic deployment of TAs is important to ensure priority pupils are supported.” EEF Evidence Brief</i></p>					
--	--	--	--	--	--	--

**Wider Strategies**

Budgeted Cost 2025-2026: £51,763

Year	Activity	Evidence to Support This Approach	Challenge Number Addressed	Cost to PPG 2025-2026	Cost to PPG 2026-2027	Cost to PPG 2027-2028
1-3	<p>Supporting pupils’ social, emotional and behavioural needs.</p> <p>ELSA Support, Hamish and Milo, Empower Programme</p> <p><i>“Social and emotional skills support effective learning and are linked to positive outcomes later in life.” EEF Evidence Brief</i></p>	<ul style="list-style-type: none"> <li>• <i>Improving Social and Emotional Learning in Primary Schools</i></li> <li>• <i>Improving Behaviour in Schools</i></li> <li>• <a href="#"><i>EEF Toolkit: Social and emotional learning – moderate impact for very low cost based on very limited evidence (+4 months).</i></a></li> <li>• <a href="#"><i>EEF Toolkit: Behaviour interventions – moderate impact for low cost based on limited evidence (+4 months).</i></a></li> <li>• <i>Trauma Informed Schools</i></li> </ul>	5	Cost of running programs £800	Allocated dependent on impact from 1 <sup>st</sup> year review	Allocated dependent on impact from 1 <sup>st</sup> and 2 <sup>nd</sup> year review

Year	Activity	Evidence to Support This Approach	Challenge Number Addressed	Cost to PPG 2025-2026	Cost to PPG 2026-2027	Cost to PPG 2027-2028
1-3	<p>Extracurricular activities including sports, outdoor activities, arts, culture and trips.</p> <p>Providing money to fund trips and residential for each year group in the school and financial support to specific demographics to enhance access and support for all.</p> <p>Funding extends to cultural capital support which can provide money for classroom resources and local area visits.</p>	<ul style="list-style-type: none"> <li>• <a href="#">EEF Toolkit</a>: Arts participation – moderate impact for very low cost based on moderate evidence</li> <li>• English Outdoor Council – <a href="#">High Quality Outdoor Learning</a></li> <li>• <a href="#">PE and Sport Premium for Primary Schools</a></li> </ul>	5 7	<p>Cultural Capital = 7 year groups x £200 = £1,400</p> <p>1 Term of Clubs for each PPG child = £2,580</p> <p>1 Educational Visit per PPG child = £2,580</p> <p>1 school jumper per PPG child = £903</p>	Allocated dependent on impact from 1 <sup>st</sup> year review	Allocated dependent on impact from 1 <sup>st</sup> and 2 <sup>nd</sup> year review

Year	Activity	Evidence to Support This Approach	Challenge Number Addressed	Cost to PPG 2025-2026	Cost to PPG 2026-2027	Cost to PPG 2027-2028
1-3	<p>Communicating with and supporting families by funding activities such as triangulation meetings with professional bodies and staff home visits. Requires addition of a pastoral support lead to work with families on educational support, safeguarding and attendance.</p> <p><i>“Levels of parental engagement are consistently associated with improved academic outcomes.” EEF Evidence Brief</i></p>	<ul style="list-style-type: none"> <li>Working with Parents to Support Children’s Learning</li> <li><a href="#">EEF Toolkit</a>: Parental engagement – moderate impact for very low cost based on extensive evidence (+4 months).</li> </ul>	<p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>6</p> <p>8</p>	<p>Pastoral Lead = £30,000</p> <p>Pastoral Assistant (0.5) = £13,500</p>	<p>Pastoral Lead= £31,200</p> <p>Pastoral Assistant (0.5)= £14,000</p>	<p>Pastoral Lead= £32,500</p> <p>Pastoral Assistant (0.5)= £14,500</p>

**Part B: In-Year Review of Progress**

Activity	Impact 2025-2026	Impact 2026-2027	Impact 2027-2028
Develop high quality teaching, assessment and a curriculum which responds to the needs of pupils.			
<b>Improve children’s awareness of their strengths and weaknesses (self-regulation) and how to plan, monitor and evaluate their learning (metacognition) through professional development for staff on evidence-based approaches.</b>			
<b>Implement White Rose Infinity as an additional home learning opportunity</b>	<b>Feedback from Family Forum suggests that families like the addition of this as a home learning tool.</b>		
<b>Implement Accelerated Reader to motivate, monitor, and manage children’s independent reading practice</b>			
Learning Support Assistants deployment and interventions. To work 1:1 with targeted children and work in small groups to support targeted learners, particularly within core subjects.			
Supporting pupils’ social, emotional and behavioural needs.			
Extracurricular activities including sports, outdoor activities, arts, culture and trips.			
Communicating with and supporting families by funding activities such as triangulation meetings with professional bodies and staff home visits. Requires addition of a pastoral support lead to work with families on educational support, safeguarding and attendance.			

Part C: Review of Previous Academic Year

PPG Performance Data Summary 2024-2025

Phase	Indicator	Difference to Whole School	Whole School	PPG	Not PPG	Difference to Not PPG
EYFS	Pupil Numbers		37	1	36	
	GLD	-20%	70%	50%	77%	-27%
Year 1	Pupil Numbers		44	11	33	
	Phonics (Year 1)	-20%	84%	64%	94%	-30%
Key Stage 1	Pupil Numbers		39	16	23	
	Reading: EXS+	-20%	64%	44%	78%	-34%
	Writing: EXS+	-28%	59%	31%	79%	-48%
	Maths: EXS+	-21%	59%	38%	74%	-26%
	RWM: EXS+	-25%	56%	31%	74%	-43%
	Reading: GDS	-4%	10%	6%	13%	-7%
	Writing: GDS	-5%	5%	0%	9%	-9%
	Maths: GDS	+3%	10%	13%	9%	-4%
Key Stage 2	Pupil Numbers		58	13	45	
	Reading: EXS+	24%	68%	46%	89%	-43%
	Writing: EXS+	-6%	59%	53%	66%	-13%
	Maths: EXS+	-26%	64%	38%	71%	-33%
	RWM: EXS+	-15%	46%	31%	58%	-27%
	Reading: GDS	-20%	28%	8%	33%	-25%
	Writing: GDS	-1%	9%	8%	9%	-1%
	Maths: GDS	-18%	17%	8%	20%	-12%
Phase	Indicator	Difference to Whole School	Whole School	PPG	Not PPG	Difference to Not PPG

Sources

DfE. 2022. [PE and Sport Premium for Primary Schools](#). GOV.UK.

EEF. 2021. [Effective Professional Development](#). Education Endowment Foundation, London.

EEF. 2021. [Improving Behaviour in Schools](#). Education Endowment Foundation, London.

EEF. 2021. [Improving Literacy in Key Stage 1](#). Education Endowment Foundation, London.

EEF. 2021. [Improving Literacy in Key Stage 2](#). Education Endowment Foundation, London.

EEF. 2021. [Improving Mathematics in the Early Years and Key Stage 1](#). Education Endowment Foundation, London.

EEF. 2021. [Improving Social and Emotional Learning in Primary Schools](#). Education Endowment Foundation, London.

- EEF. 2021. [Making Best Use of Teaching Assistants](#). Education Endowment Foundation, London.
- EEF. 2021. [Metacognition and Self-Regulated Learning](#). Education Endowment Foundation, London.
- EEF. 2021. [Preparing for Literacy](#). Education Endowment Foundation, London.
- EEF. 2021. [Putting Evidence to Work – A School’s Guide to Implementation](#). Education Endowment Foundation, London.
- EEF. 2021. [Teacher Feedback to Improve Pupil Learning](#). Education Endowment Foundation, London.
- EEF. 2021. [Using Technology to Improve Learning](#). Education Endowment Foundation, London.
- EEF. 2021. [Working with Parents to Support Children’s Learning](#). Education Endowment Foundation, London.
- EEF. 2022. [Improving Mathematics in Key Stages 2 and 3](#). Education Endowment Foundation, London.
- EEF. 2022. [The EEF Guide to the Pupil Premium](#). Education Endowment Foundation, London.
- EEF. 2022. [Pupil Premium: EEF Evidence Brief](#). Education Endowment Foundation, London.
- English Outdoor Council. 2015. [High Quality Outdoor Learning](#). English Outdoor Council.
- Evidence Based Education. 2020. [Great Teaching Toolkit](#). Cambridge Assessment.