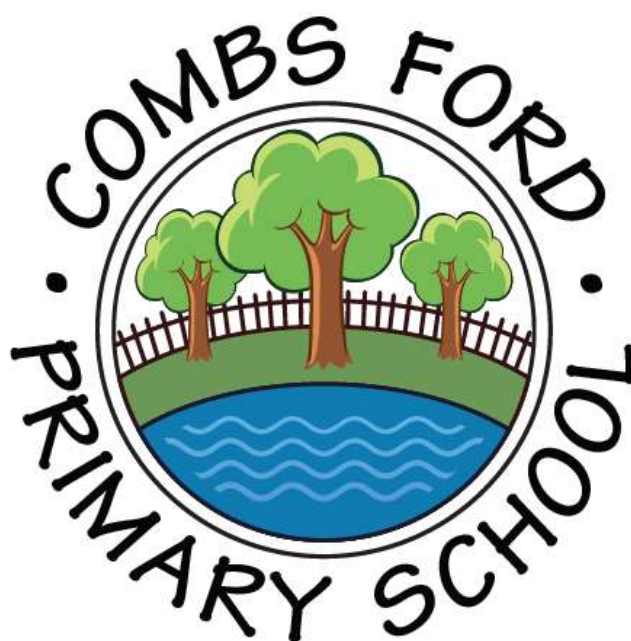


Combs Ford Primary School

Pupil Premium Strategy Statement 2025-2028



Prepared By:	Matt Wesley (Headteacher)	Date:	December 2025
Approved By:	Governing Body	Date:	October 2026
Review Cycle:	Termly		
Next Review By:	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 (Updated September 2026-2027)

Detail	Data
Number of pupils in school	266
Proportion (%) of pupil premium eligible pupils	23.3% (62 Pupils)
Academic year that our current pupil premium strategy plan covers.	2025-2028
Date this statement was published	September 2026
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 (2026-2027)	£ 111,368
Funding carried forward from previous years	£ 0
Total budget for this academic year	£ 111,368

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
All children (including Pupil Premium children) will have access to high quality teaching and learning. Children will access learning because teachers have adapted it accordingly.	- 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. - Lessons will be accessible for all children of all abilities and provide them with the opportunity to achieve through carefully thought-out scaffolding.
Children will have a love of reading and demonstrate secure decoding and comprehension skills.	- The gap in end-of-year KS2 reading between PP and Non-PP children begins to close (previously 50% compared to 88%). See <i>current entry data sheet for all year groups (Appendix 1)</i>. - Interventions have been effectively targeted.
Children will have a flair for writing and demonstrate secure spelling, handwriting and transcription skills.	The gap in Writing end-of-year KS2 expectations between PP and Non-PP children begins to close (previously 38% compared to 81%). See <i>current entry data sheet for all year groups (Appendix 1)</i>.
Children will have strong arithmetic skills and apply these in a range of ways.	The end-of-year KS2 maths expectations between PP and Non-PP children begins to close (previously 55% compared to 84%). See <i>current entry data sheet for all year groups (Appendix 1)</i>.
In more cases, children who do not have high levels of resilience or value education highly will develop better learning behaviours.	The Combs Code is embedded across the school (all children can articulate what the four areas of the Combs Code mean)
To improve attendance in school.	Pupil Premium attendance (currently 89.8%) is in line with National which was 94.7% for all children by the end of July 2026.
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.	Pupil Premium 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
More engagement and support will be provided for families who are hard to reach.	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

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 2026-2027: £5,100

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	Develop high quality teaching, assessment and a curriculum which responds to the needs of pupils. 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. <i>“High quality teaching is the most important lever schools have to improve pupil attainment, including for disadvantaged pupils.” EEF Evidence Brief</i>	• Great Teaching Toolkit • Preparing for Literacy • Improving Literacy in Key Stage 1 • Improving Literacy in Key Stage 2 • Improving Mathematics in the Early Years and Key Stage 1 • Improving Mathematics in Key Stages 2 and 3 • EEF Toolkit: Phonics – high impact for very low cost based on very extensive evidence (+5 months). • EEF Toolkit: Reading comprehension strategies – very high impact for very low cost based on extensive evidence (+6 months). • EEF Toolkit: Mastery Learning – high impact for very low cost based on limited evidence (+5 months).	1 2 3 4	£750	£900	Allocated dependent on impact from 1 st and 2 nd 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.	- Metacognition and Self-Regulated Learning EEF Toolkit: <i>Metacognition and self-regulation – very high impact for very low cost based on extensive evidence (+7 months).</i> - Effective Professional Development	5	£100 (Other school priorities for this academic year)	£0	Allocated dependent on impact from 2 nd year review
1-3	Implement White Rose Infinity as an additional home learning opportunity	Using Technology to Improve Learning	1 4	£1,200	£1,200	£1,200
1-2	Implement Accelerated Reader to motivate, monitor, and manage children's independent reading practice	Using Technology to Improve Learning	1 2	Subscription= £3,000	Subscription = £3,000	Allocated dependent on impact from 1 st and 2 nd year review

Targeted Academic Support

Budgeted Cost 2026-2027: £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.	- Making Best Use of Teaching Assistants EEF Toolkit: <i>Teaching Assistant Interventions – moderate impact for moderate cost based on moderate evidence (+4 months).</i> - Effective Professional Development	1 2 3 4 5	£65,000	£53,400	£70,300

	<i>"Strategic deployment of TAs is important to ensure priority pupils are supported." EEF Evidence Brief</i>					
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Wider Strategies

Budgeted Cost 2026-2027: £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	Supporting pupils' social, emotional and behavioural needs. ELSA Support, Hamish and Milo, Empower Programme <i>"Social and emotional skills support effective learning and are linked to positive outcomes later in life." EEF Evidence Brief</i>	<i>Improving Social and Emotional Learning in Primary Schools</i> <i>Improving Behaviour in Schools</i> <i>EEF Toolkit: Social and emotional learning – moderate impact for very low cost based on very limited evidence (+4 months).</i> <i>EEF Toolkit: Behaviour interventions – moderate impact for low cost based on limited evidence (+4 months).</i> <i>Trauma Informed Schools</i>	5	Cost of running programs £800	Cost of running programs £800	Allocated dependent on impact from 1 st and 2 nd 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	Extracurricular activities including sports, outdoor activities, arts, culture and trips. 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. Funding extends to cultural capital support which can provide money for classroom resources and local area visits.	• EEF Toolkit: Arts participation – moderate impact for very low cost based on moderate evidence • English Outdoor Council – High Quality Outdoor Learning • PE and Sport Premium for Primary Schools	5 7	Cultural Capital = 7 year groups x £200 = £1,400 1 Term of Clubs for each PPG child = £2,580 1 Educational Visit per PPG child = £2,580 1 school jumper per PPG child = £903	Cultural Capital = 7 year groups x £200 = £1,400 1 Term of Clubs for each PPG child = £2,300 1 Educational Visit per PPG child = £2,300 1 school jumper per PPG child = £853	Allocated dependent on impact from 1 st and 2 nd 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	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. <i>“Levels of parental engagement are consistently associated with improved academic outcomes.” EEF Evidence Brief</i>	- Working with Parents to Support Children’s Learning EEF Toolkit: Parental engagement – moderate impact for very low cost based on extensive evidence (+4 months).	1 2 3 4 6 8	Pastoral Lead = £30,000 Pastoral Assistant (0.5) = £13,500	Pastoral Lead= £31,200 Pastoral Assistant (0.5)= £14,000	Pastoral Lead= £32,500 Pastoral Assistant (0.5)= £14,500

Part B: In-Year Review of Progress

<u>Activity</u>	<u>Impact 2025-2026</u>	<u>Impact 2026-2027</u>	<u>Impact 2027-2028</u>
Develop high quality teaching, assessment and a curriculum which responds to the needs of pupils.	Monitoring from Senior Leadership Team saw a significant improvement in the provision of adaptive teaching within school across core subjects. In every pupil progress meeting, pupil premium children were each discussed at length with class teachers to ensure they were given best possible consideration.		
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.	Leader of teaching and learning delivered a staff meeting at the very end of academic year with respect to checking pupil understanding for understanding for teachers. This ensured teaching techniques support and assess all children in class and don't leave children forgotten in relation to assessment.		
Implement White Rose Infinity as an additional home learning opportunity	Feedback from Family Forum suggests that families like the addition of this as a home learning tool. It can be differentiated for all children and teachers carefully tracked who completed this home learning.		
Implement Accelerated Reader to motivate, monitor, and manage children's independent reading practice	Children were all able to access school libraries and take-home books which were matched to their reading ability. Many pupil premium children attended lunchtime and playtime library clubs. During half-termly library sessions, teachers ensured all pupil premium children had a current and suitable reading book.		
Learning Support Assistants deployment and interventions. To work 1:1 with targeted children and work in small groups to support targeted learners,	LSAs supported targeted children in both 1:1 and small group setting, working on core subjects and social/emotional work. This also meant we could create a nurture group before school to allow some pupil premium children into school 15 minutes earlier.		

particularly within core subjects.			
Supporting pupils' social, emotional and behavioural needs.	Children had access to additional social and emotional support from LSAs and worked with them on support plan targets.		
Extracurricular activities including sports, outdoor activities, arts, culture and trips.	67% of disadvantaged children attended residential last year, making use of the discounted rate that school provided.		
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.	Home visits and additional support within the pastoral/attendance team last year improved attendance in school to reach National levels.		

Part C: Review of Previous Academic Year

PPG Performance Data Summary 2025-2026

Phase	Indicator	Difference to Whole School	Whole School	PPG	Not PPG	Difference to Not PPG
EYFS	Pupil Numbers		29	8	21	
	GLD	-6%	69%	63%	90%	-27%
Year 1	Pupil Numbers		37	6	31	
	Phonics (Year 1)	-2%	95%	97%	83%	-14%
Key Stage 1	Pupil Numbers		45	12	33	
	Reading: EXS+	-20%	80%	50%	91%	-41%
	Writing: EXS+	-28%	76%	58%	82%	-24%
	Maths: EXS+	-21%	80%	66%	85%	-19%
	RWM: EXS+	-25%	71%	50%	79%	-29%
	Reading: GDS	-5%	13%	8%	15%	-7%
	Writing: GDS	+1%	7%	8%	6%	+2%
	Maths: GDS	-8%	16%	8%	18%	-10%
Key Stage 2	Pupil Numbers		58	16	42	
	Reading: EXS+	-21%	71%	50%	88%	-38%
	Writing: EXS+	-31%	69%	38%	81%	-43%
	Maths: EXS+	-22%	77%	55%	84%	-29%
	RWM: EXS+	-29%	60%	31%	71%	-40%
	Reading: GDS	-9%	28%	19%	33%	-14%
	Writing: GDS	-9%	9%	0%	19%	-19%
	Maths: GDS	+2%	17%	19%	24%	-15%
Phase	Indicator	Difference to Whole School	Whole School	PPG	Not PPG	Difference to Not PPG

Appendix 1 – Current Internal Entry Data

Contextual demographic data (pupil numbers)

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<u>Total children</u>	27	35	45	37	43	46
<u>Disadvantaged</u>	11	8	15	19	15	15
<u>Non-Disadvantaged</u>	16	27	30	18	28	31

Reading

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<u>All Children (EXS+)</u>	76%	76%	80%	75%	73%	62%
<u>Non Disadvantaged (EXS+)</u>	81%	87%	91%	91%	80%	70%
<u>Disadvantaged (EXS+)</u>	63%	17%	50%	53%	44%	47%

Writing

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<u>All Children (EXS+)</u>	76%	75%	76%	62%	59%	53%
<u>Non Disadvantaged (EXS+)</u>	81%	83%	82%	86%	63%	73%
<u>Disadvantaged (EXS+)</u>	68%	50%	58%	27%	44%	18%

Maths

	<u>Year 1</u>	<u>Year 2</u>	<u>Year 3</u>	<u>Year 4</u>	<u>Year 5</u>	<u>Year 6</u>
<u>All Children (EXS+)</u>	83%	70%	80%	69%	82%	61%
<u>Non Disadvantaged (EXS+)</u>	90%	74%	85%	91%	89%	73%
<u>Disadvantaged (EXS+)</u>	63%	50%	66%	40%	55%	35%

Sources

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- Evidence Based Education. 2020. [Great Teaching Toolkit](#). Cambridge Assessment.

Appendix- Pupil Premium PE Engagement- Statistics Comparison 4 Year Cycle

	<u>2022-2023</u>	<u>2023-2024</u>	<u>2024-2025</u>	<u>2025-2026</u>
% of EYFS attending a club	20% overall	4 clubs offered 59% overall PPG 3/8 children – 38% SEND 0/4 children	4 clubs offered 41% overall PPG 3/8 children – 38% SEND 0/3 children	5 clubs offered 83% overall (+42%) PPG 6/7 children–86% (+48%) SEND 4/4 children – 100% (+100)
% of KS1 children attending a sports club	55% overall (^14%) 25% of SEND 41% of our PPG	12 clubs offered 65% overall (^10%) 48% of SEND (^23%) 75% of our PPG (^34%)	21 clubs offered 73% overall (^8%) 56% of SEND (^8%) 63% of our PPG	24 clubs offered 71% overall 67% of SEND (^11%) 62% of our PPG
% of KS2 children attending a sports club	78% overall (^28%) 66% of the SEND 76% of the PPG	28 clubs offered 73% overall 60% of SEND 73% of PPG	37 clubs offered 76% overall (^3%) 53% of SEND 69% of our PPG	44 clubs offered 75% overall 63% of SEND (^10%) 70% of PPG (^1%)
% of KS2 children attending an inter tournament out of school	56% overall (^11%) 36% of SEND 47% of our PPG children	59% overall (^3%) 55% of SEND (^19%) 53% of PPG (^6%)	64% overall (^5%) 36% of SEND 56% of our PPG (^3%)	60% overall 42% of our SEND (^6%) 46% of our PPG
KS1 children attending an event out of school	Just year 2 – Trinity festival 0 children attended a KS1 festival	Year 1 and Year 2 attended the Trinity festival 9 children (9%) attended a KS1 festival	Year 1 and Year 2 attended the Trinity festival 11 children (13%) (^4%) attended a KS1 festival	Trinity event cancelled this year (heat) 12 children (15%) (^2%) attended a KS1 festival
Year 2 – Year 6 children who accessed astro regularly		53% overall	50% overall We have added Year 1 to the rota this year and new zones which may have reduced astro footfall	62% of Yr 2-6 (^12%)
Inter competitions offered	23 across the school	26 across the school (+3)	33 across the school (+7)	38 offered 31 attended across the school (KS1 cancelled and 6 other events offered but under subscribed)

Reflection and action planning for next academic year

Positives

- 1) Huge increase in EYFS club attendance. (This was a target from last year) Number of children attending extra curricular clubs has remained steady in both KS1 and KS2.
- 2) Number of children attending a inter festival/competition outside of school day has increased in both KS1 and remained steady in KS2
- 3) Clubs offered to our children has gone up in EYFS and KS2.
- 4) We have used different providers - a local football coach (also a parent), St Joseph's college – rugby, Mr Wesley – running,
- 5) SEND figures of participation have increased across the school. PPG remains steady
- 6) Astro participation has increased.

Areas of development for next year

- 1) Continue to maintain our current levels.
- 2) Add Year 3 to morning football rota to assist with KS2 participation.
- 3) Do some snapshot data of sports leader zones.
- 4) Track break time take up with LA and snapshot data from breaktime football