Pupil premium strategy statement

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 – updated September 2026

Detail	Data
School name	Normanton-on-Soar Primary School
Number of pupils in school	48
Proportion (%) of pupil premium eligible pupils	Ever6 - 3/48 =6% (funded) Post LAC – 2/48 =4% (funded) Expanded FSM – 12/48 =25% (free meal only) No targeted FSM
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2025-2028
Date this statement was published	Sep 2026
Date on which it will be reviewed	SEP 2027
Statement authorised by	Trustee Board
Pupil premium lead	Headteacher S Philpott
Pupil Premium Governor	Peter Foale

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£11,990
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£11,990
£11,990 based on 7 pupils from 1/4/2026 – 31/3/2027 *3 of these pupils left on 31/8/2026*	

Part A: Pupil premium strategy plan

Statement of intent

Our aim at Normanton-on-Soar Primary School is to ensure that all disadvantaged pupils, regardless of their background or specific barriers, achieve their full potential academically, socially, and emotionally.

Given our small cohort size, we are uniquely positioned to provide highly personalised support tailored to the specific needs of each child. We recognise that our pupils face a complex range of challenges, including gaps in core literacy and numeracy skills, emotional wellbeing concerns, and the complexities surrounding family life. Our strategy is designed to be agile and responsive to these individual needs rather than relying on broad, one-size-fits-all programmes.

Our strategy focuses on four key pillars:
Closing attainment gaps: Through high-quality adaptive teaching, targeted small-group interventions, and robust diagnostic assessment in core subjects.

Supporting emotional wellbeing: Building resilience and self-efficacy, which we recognise as a foundational requirement for academic engagement.

Enhancing enrichment: Ensuring that every disadvantaged pupil has access to a wide range of extracurricular activities and trips, removing financial barriers to participation.

Strengthening parental engagement: Working in partnership with families to support learning at home and improving attendance and punctuality through clear communication and collaborative goal-setting.

We use a combination of evidence-informed academic support, targeted staff CPD (including trauma-informed practice), and wider strategies to ensure holistic development. We regularly review this strategy to remain responsive to the progress and wellbeing of our pupils, ensuring that our funding is used to create a nurturing, inclusive environment where every child can thrive.

Challenges

Due to small cohort sizes and an increased risk of identifying individual pupils some information has been withheld in accordance with confidentiality and data protection considerations. It is not possible to identify individual barriers due to the small numbers of pupils receiving Pupil Premium at our school. Details of the main barriers / challenges to educational achievement that disadvantaged children / young people may face at Normanton-on-Soar Primary School include- Reading / Writing / Maths difficulties, Low self-efficacy, Emotional problems / anxiety, Behaviour for learning and experiences of the complexities surrounding family life.

Challenge number	Detail of challenge
1	Gaps in literacy and numeracy skills compared to peers
2	Limited access to enrichment activities outside school
3	Emotional wellbeing concerns, including low self-esteem
4	Parental engagement and support with learning at home
5	Attendance and punctuality issues for some pupils

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
Improved attainment in reading, writing, and maths	All PP pupils make expected or better progress in core subjects
Increased participation in enrichment activities	All PP pupils participate in at least one extracurricular activity or trip
Improved emotional wellbeing and resilience	Pupil voice, parental feedback and staff observations show increased confidence and engagement
Strengthened parental engagement	Increased attendance at parent meetings and workshops, reading at home and completion of homework activities
Improved attendance and punctuality	Attendance for PP pupils is in line with school average

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: £3500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Release time for reading leader to monitor progress, coach staff and implement targeted reading strategies	EEF Guidance Report: Improving Literacy	1
Purchase of high-quality reading and vocabulary resources linked to the wider curriculum	Reading comprehension approaches have high impact when supported by quality texts	1
Membership of Maths Hub Work Group and implementation support	Sustained professional development improves teaching quality	1
Development of adaptive teaching strategies through instructional coaching	EEF identifies high-quality teaching as the key driver of improvement	1,3

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

Budgeted cost: £ 3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Precision teaching and pre-teaching for identified pupils	Targeted intervention improves pupil outcomes	1
Additional phonics tutoring for pupils requiring catch-up support	Strong evidence base from EEF and English Hubs	1
Individual writing conferencing and adult-supported editing sessions	Feedback is among the highest-impact strategies	1

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

Budgeted cost: £ 5490

Activity	Evidence that supports this approach	Challenge number(s) addressed
Precision teaching and pre-teaching for identified pupils	Targeted intervention improves pupil outcomes	1
Additional phonics tutoring for pupils requiring catch-up support	Strong evidence base from EEF and English Hubs	1
Individual writing conferencing and adult-supported editing sessions	Feedback is among the highest-impact strategies	1
Subsidised educational visits linked to curriculum units where identified pupils may otherwise be excluded	Supports language development and background knowledge	1,2
Precision teaching and pre-teaching for identified pupils	Targeted intervention improves pupil outcomes	1
Additional phonics tutoring for pupils requiring catch-up support	Strong evidence base from EEF and English Hubs	1
Individual writing conferencing and adult-supported editing sessions	Feedback is among the highest-impact strategies	1

Subsidised educational visits linked to curriculum units where identified pupils may otherwise be excluded	Supports language development and background knowledge	1,2
Precision teaching and pre-teaching for identified pupils	Targeted intervention improves pupil outcomes	1

Total budgeted cost: £ 11,990

Part B: Review of outcomes in the previous academic year

Outcomes for disadvantaged pupils

This details the impact that our pupil premium activity had on pupils in the 2025 to 2026 academic year.

Not report on individuals due to low numbers

In 2025–26, some Pupil Premium pupils have made accelerated progress and are now working in line with national expectations, or above, in reading and maths. For a number of these children that is an uplift in judgement. Over half of our pupil premium children have made a judgement uplift in Maths. Writing remains the subject where we have lowest attainment and accelerated progress for our PP children. Targeted support has been planned as well as writing being included in all areas of the SIP in 2026-2027. PP pupils averaged 94.2% attendance in 2025-2026. This is 2.2% above the national for PP pupils. 14.3% of our PP pupils were PA. This is 13% below the national average. Pupil premium children accessed a number of enrichment activities. A focus on Improved emotional wellbeing and resilience had a positive impact on attendance and learning in school.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
RWI – handwriting, spelling and phonics	Ruth Miskin and Oxford Owl
White Rose Maths	White Rose Maths
French	Language Angels
Music	Sing Up
Art	Access Art

Our strategy is reviewed termly and adjusted based on pupil progress, staff feedback, and parental input.
We also work closely with local services to support families and ensure wraparound care where needed.