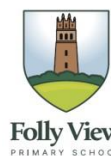


Pupil premium strategy statement - Folly View Primary School



This statement details our school's use of pupil premium (and recovery 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	Whole School N-Y5 344 Nursery/Preschool 51
Proportion (%) of pupil premium eligible pupils	PP(R-Y5) – 34.8% EYPP (N/PS) – 37.2% SC – 10.2%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-26 2026-27 2027-28
Date this statement was published	July 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Joseph Rubba
Pupil premium lead	Helen Cox
Governor / Trustee lead	Michael Outen

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£68,339.33
Service pupil funding allocated this academic year	£8,508.83
Previously looked after children this academic year	£5,882.50
Total budget for this academic year	£82,802.67

Part A: Pupil premium strategy plan

Statement of intent

At Folly View Primary School, we maintain that self-esteem, confidence and secure relationships are a necessary platform for effective learning to take place. Children need to feel they have someone to talk to and that secure attachments are in place with someone at school who cares about them. Our strategy is about seeing and nurturing the whole child. Children who feel safe and happy are better equipped to learn.

Support will focus on providing strategies to move forwards and to use in the future. Support in and out of the classroom will help to build confidence and improve outcomes. We are committed to building self-belief and a growth mindset for our children, which can equip them throughout their educational journey and future life. We believe that this is best achieved by working with Parents and Carers as partners.

Our assessments have shown us that disadvantage has a major impact on the development in phonics, reading and writing for all of our pupil premium children. These areas sit at the heart of our curriculum, as well as their social emotional and mental health needs and communication and language development. We recognise though that whilst putting into place interventions and support for our Pupil Premium children this academic year, in order for it to be a long-term gain for these pupils, this support will be needed longer term.

Challenges

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

Challenge number	Detail of challenge
1	Disadvantaged children need additional support in reading, writing stamina and maths
2	Disadvantaged children often present with lower starting points than their peers and additional support is needed in the Early Years to close the gap.
3	Phonics – lack of sustained progress among disadvantaged children meaning that additional support is needed for phonics and reading to allow children to access the curriculum fully.

4	Speech and language development – acquisition of vocabulary and opportunities for effective communication
5	Increase in stress, anxiety, mental health concerns within families and impact of this resulting in children presenting with social, emotional and mental health needs which impacts their ability to access learning.
6	Attendance – perceptions of and barriers around the education system, parental mental health/ physical health leading to lower attendance rates among some disadvantaged children.
7	Parental engagement – low attendance rates, supporting with homework, development of language at home.

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
To close the increasing gap between our PP children and our non-PP children in reading, writing and maths.	An increase in % of PP children achieving expected and greater depth in Reading, writing and maths. PP children to make rapid and sustained progress.
An increase in % of PP children passing their phonics check in Year 1 and those not passing to pass by the end of Year 2. For PP children to read with fluency and understanding.	An increase in PP children passing their phonics check in both Year 1 and Year 2. An increase in % of PP children achieving expected and Greater depth in reading and writing
Pupil premium children feel well supported around mental health and well-being	Improved attendance amongst our PP children
To close the increasing gap in communication and language skills for our PP children	Increase in % of children achieving their C&L ELG Increase in % of PP children achieving their GLD

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: £17500

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for staff	<p>Including staff training and cover–, English Lead, Writing CPD and staff moderation training</p> <p>CPD for TAs – EYFS training, Welcomm training</p> <p>Mental Health Lead training – DFE Government Grant</p> <p>EYFS Safeguarding Supervision by Trust Safeguarding Lead.</p> <p>EYFS – Quality interaction CPD</p> <p>EYFS – CPD continuous provision development</p>	<p>1 Disadvantaged backgrounds means that children need additional support in reading, writing stamina and maths</p> <p>2. Disadvantaged children often present with lower starting points than their peers and additional support is needed in the Early Years to close the gap.</p> <p>3. Speech and language development – acquisition of vocabulary and opportunities for effective communication</p>

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

Budgeted cost: £35089

Activity	Evidence that supports this approach	Challenge number (s) addressed
Small group and 1:1 coaching in RWI phonics to boost children	<p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/phonics</p> <p>A TA will deliver 1:1 and small group coaching in phonics. This will enable aspects of phonics pupils need additional support with eg: digraphs/special friends. A consistent TA delivering this daily will enable good progress to be made.</p>	3
TAs to deliver Communicati	Wellcomm tracking and intervention will be used across our EYFS classes (Nursery, Preschool and Reception)	2.

<p>on and Language/Speech and Language Intervention Wellcomm -</p>	<p>TAs will deliver this intervention post training to pupils in our EYFS classes. Wellcomm will allow consistent tracking and intervention to support children's speech and language development. It could in turn also support and bring about positive behaviour and relationships with both children and adults.</p> <p>Tas delivering support across 4 classes.</p>	<p>4</p>
<p>Breakfast Club group for children</p> <p>Wraparound care – After school</p>	<p>https://educationendowmentfoundation.org.uk/education-vidence/teaching-learning-toolkit/extending-school-time</p> <p>Enabling pupils to start the day well having had breakfast, ensuring children are ready to learn and enabling them to access their learning in small, supportive booster groups.</p> <p>Providing additional care after school which gives pupils an opportunity to develop social skills, build confidence, develop friendships etc.</p>	<p>5 6</p>
<p>Increase TA support within KS1 and 2 to address gaps and support learning and deliver specific interventions such as breaking barriers, 1:1 reading, additional phonics coaching</p>	<p>https://educationendowmentfoundation.org.uk/education-vidence/teaching-learning-toolkit/teaching-assistant-interventions</p> <p>We have identified Year groups in need of additional support. Through additional TA supporting these classes, pupils will receive focused learning in both class and through the delivery of specific interventions for pupils in both of these year groups.</p>	<p>1.</p>
<p>Material to support teaching of Maths</p>	<p>We have identified that pupils need additional support in retrieval practice of Maths skills. Whilst they are able to achieve learning within lessons, they need further opportunities to practise and consolidate these skills.</p> <p>Purchasing of White Rose Maths subscription will allow directed teaching in Maths lessons.</p> <p>Purchasing of Numbots and Times Tables will allow children to practise these skills in school and at home.</p>	<p>1.</p>

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

Budgeted cost: £ 17500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Pastoral TA to work with and improve the wellbeing of our pupils</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/social-and-emotional-learning</p> <p>TA to support pupils and families in need of additional pastoral support improving both well-being and attendance</p> <p>Additional ELSA trained TA to support emotional wellbeing across the school – Supervision costs (required to be able to provide ELSA)</p>	<p>5 6.</p>
<p>Trips and experiences to engage pupils and encourage attendance</p>	<p>https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/outdoor-adventure-learning</p> <p>We are wanting to enhance our Curriculum as part of our SDP this year. In doing so, we would like to take the children on trips, residential and experiences to bring the curriculum to life. We are also wanting to increase the number of ASC on offer. We appreciate that this comes with a cost and therefore to ensure our PP children receive the benefits of this, we have increased the funding put aside to help support families, experiencing financial difficulties, especially after Covid.</p>	<p>6.. 7.</p>
<p>Attendance administrator</p>	<p>In order to improve attendance for our pupils we are allocating an attendance administrator this role will be to follow the attendance policy and processes, but also to offer support to parents to break down any barriers to attendance.</p>	<p>7.</p>

Total budgeted cost: £70,089

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Challenge 1: Additional Support in Reading Writing and Maths

Year Group	Reading		Writing		Maths	
	Whole Class	PP	Whole Class	PP	Whole Class	PP
Year 1	66% (60)	40% (10)	50% (60)	44% (10)	73% (60)	71% (10)
Year 2	59% (52)	54% (11)	36% (52)	0 (11)	53% (52)	54% (11)
Year 3	54% (51)	18% (13)	45% (51)	27% (13)	43% (51)	18% (13)
Year 4	48% (39)	22% (12)	15% (39)	0 (12)	48% (39)	33% (12)
Year 5	65% (47)	56% (14)	59% (47)	44% (14)	68% (47)	44% (14)

PP children made good progress from their starting points in Year 1 and 5 and this was most evident in Maths in Year 1 and Reading in Year 5.

All PP children made progress from their starting points, and some made rapid progress. Support will continue for those children who did not reach expected standard this year.

Challenge 2: Support for PP children in EYFS

60% of children (5 children) in receipt of Pupil Premium achieved a Good Level of Development by the end of their Reception. (Compared to 65% of the cohort).

Challenge 3: Support for PP children in Phonics

Overall in Year 1 we had 67% pass the phonics screener. Of the 10 pupil premium pupils in Year 1, 4 passed. The pupils who haven't passed have been receiving further support during the summer term and have been earmarked for additional support in the Autumn Term through 1 to 1 RWI tutoring.

Challenge 4: Speech and language development

Wellcomm was used from Nursery through to Reception to track communication and language needs. Rapid progress was made by all children on who accessed the intervention. RWI fast track tutoring for phonics in Reception enabled PP children to make progress in their phonics knowledge and development.

Mulberry Bush Curriculum has been purchased to provide additional support for those in EYFS who are not on track to reach expected in areas of social and emotional needs.

Challenge 5: Pupil premium children feel well supported around mental health and well-being

The pastoral support offered through The Orchard allows pupils to regulate in a safe environment with guidance and support offered from our pastoral lead. During the Ofsted

visit, children spoken knowledgably about looking after their own well being and mental health as well as supporting others.

Well being ambassadors established with Year 5, supporting younger pupils has worked well and having a positive impact on both mentors and younger children.

Challenge 6 and 7 Attendance and parental engagement

Attendance for pupil premium children has stabilised at 90% which is both below our school average of 94.1% and the national average for PP children of 92%. As a result our Attendance Lead is working with Trust leaders to develop strategies to track and support families.

Externally provided programmes

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

Programme	Provider
Read Write Inc Phonics- Fast Track Tutoring	Read Write Inc
White Rose Maths- precision	White Rose Maths

Service pupil premium funding

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

This academic year our pupil premium funding has been spent predominantly on employing a Pastoral lead to support the social, emotional and mental health needs of our service pupils. We have a service children club that runs every other week, with additional support added when a parent is deployed. This level of support these children has a significant impact on building resilience and feeling a sense of security. Our children voice that they feel understood as a minority group and even celebrated as an important part of the school community. They love Poppy club all the opportunities they get to experience just by being a service child.

We have been working with the veterans with dogs' charity, Sarah has been coming into school each week with her dog Arty and working with the service children. We initially were part of a pilot project, where as a school, we have helped and supported Sarah to create an intervention to support service children with the difficulties of moving around and having family members away on deployment. As this has become

established Sarah will continue to work with our service pupils, focussing on particular year groups across the year

We took all of the service pupils to RIAT (Royal International Air tattoo) at RAF Fairford on a service pupils trip.

PTI's from the defence academy came into school to delivery an assault course PT session for our service pupils.

We have also worked with the Trust, who have provided a teacher, who has come into school to support our year 5 pupils who may potentially not achieve the expected levels for their year group. She has been working with a small group to improve their reading, writing and numeracy skills.

April is the month of the military, which alongside remembrance, is an event that we celebrate every year, during this month the children take part in lots of lovely activities that all reinforce what it is like to be a military child and why this should be celebrated. At the end of that month, we turned the school yellow, by asking every child in the school to come dressed in yellow clothes to recognise and celebrate as a whole school, our service children and how amazing they are.

The impact of that spending on service pupil premium eligible pupils

The impact that we have seen from all of the new incentives we have introduced have been positive. Feedback from service pupil parents has been so positive. *'As parents we wanted to the school to offer more to our children, we could never have imagined just how much you have done, it has exceeded our expectations'*.

The service pupils enjoy Poppy club. From pupil voice, they said *'We have lots of fun in Poppy club and we can always talk to Mrs Spence about how we are feeling'*.

The children thoroughly enjoyed their day out to RIAT *'Thank you Mrs Cox this has been the best day ever'*.

We are seeing that the children feel recognised for the difficulties they face and how they view themselves differently to their peers. Yet despite these differences they feel supported, understood and that they belong at Folly View.

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.