

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 409 Nursery/Preschool 61
Proportion (%) of pupil premium eligible pupils	PP(R-Y5) – 25.6% EYPP (N/PS) – 37.2%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-26 2026-27 2027-28
Date this statement was published	September 2026
Date on which it will be reviewed	September 2027
Statement authorised by	Joseph Rubba
Pupil premium lead	Helen Cox
Governor / Trustee lead	Helen Tate

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£108,500
Service pupil funding allocated this academic year	£10,800
Previously looked after children this academic year	£13,450
Total budget for this academic year	£132,750

Part A: Pupil premium strategy plan

Statement of intent

At Folly View Primary School, we provide high quality teaching with an inclusive culture, so we broaden the horizons of all our pupils from the earliest opportunity to achieve personal excellence and make a positive difference to their world.

- All children, irrespective of their social or economic background, are included in all aspects of school life.
- A carefully sequenced curriculum is designed to understand children's starting points and acknowledge children's previous knowledge and experiences.
- Opening learners' minds and expanding the breadth of their experiences underpins the curriculum; challenging the assumptions of our learners and building on what they already know; developing their understanding of equality, diversity and inclusion.
- We strongly believe that reaching your potential is not about where you come from, but instead, about developing the necessary skills and values required to get to where you want to be.
- Enrichment opportunities both within the curriculum and across the wider school ensure that the enrichment offer for all economically disadvantaged pupils is equitable.
- We recognise that not all pupils who are economically disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being economically disadvantaged.
- Folly View is aware that the challenges faced by children receiving Pupil Premium funding are varied and there is no "one size fits all".
- Pupil premium funding will be allocated following a needs analysis and evidence from the class teacher, Inclusion lead and others, which will identify priority classes, groups or individuals.

Challenges

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

Challenge number	Detail of challenge
1. Attainment	Pupil premium children are not achieving the same academic outcomes of their peers. In particular, the progress made by pupil premium children in English is less than their peers. At the End of Key Stage 2, 65% achieved EXS+ in reading and 73% in maths compared to 50% and 60% respectively for Pupil Premium students. This gap increases for greater depth. This trend is throughout the school.
2. Lower starting points in EYFS baseline	Children often present with lower starting points than their peers and additional support is needed in the Early Years to close the gap. 62% of children achieved GLD compared to 43% for Pupil Premium students.
3. Phonics	Lack of sustained progress among disadvantaged children meaning that additional support is needed for phonics and reading to improve outcomes. 81% passed the Year 1 phonics screener, compared to 50% of students eligible for Pupil Premium funding.
4. SEMH and wellbeing	Some pupil premium children's circumstances have affected their ability to form relationships, manage emotions, and engage in learning. For some children's complex home environments can lead to challenges transitioning into school life. Additional or mental health needs of children and parents may go unrecognized or unaddressed due to stigma or lack of awareness among families.
5. Attendance	In 2025-26, 32 out of 90 pupil premium children had below 90% attendance. Their attendance impacts their belonging and their engagement in learning resulting in poorer progress.
6. Engagement in learning and wider school life	Within lessons, not all children are active learners. Passivity in lessons and inconsistent learning behaviours can contribute to missed learning opportunities. Staff knowledge of individual children does not consistently allow for intentional intervention, support or challenge, therefore reducing pupil engagement. Although priority is given to children in receipt of pupil premium, the engagement in enrichment activities by this group is not in line with their peers.

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
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Challenge 1: Pupils in receipt of Pupil Premium funding make accelerated progress and achieve outcomes in English in line with or above national expectations, reducing the gap between them and their non disadvantaged peers.	1. Achievement Gaps: Attainment and progress between different groups in English (e.g., disadvantaged vs. Non disadvantaged) is in line with their peers. Increase in attainment from 57% in Year 6 Reading to 67%. 2. Learning Walks: Teaching is consistently inclusive and adaptive, with PP pupils actively engaged and supported in all lessons. 3. Pupil progress meetings to highlight key pupils in receipt of pupil premium.
Challenge 2: Pupils in receipt of Pupil Premium funding make accelerated progress and achieve GLD in line with or above national expectations, reducing the gap between them and their non disadvantaged peers.	1 Achievement Gaps: Attainment gap closes by the end of Reception. (Currently 7% below national and 20% below school peers) 2 Tracking of these children includes first attention to oracy and social skills development.
Challenge 3: 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.	1 To target and support PP pupils with additional phonics sessions enabling an increase from 50% to 75% passing the phonics screener
Challenge 4: Parents and families in receipt of pupil premium are able to identify their needs and know strategies to support wellbeing and SEMH.	1. Parents and carers are accessing support, signposting to support from the MHST & HSLW 2. Children have a greater awareness of their own and others mental health and have strategies to support them in maintaining a positive mental health. 3. Children can support themselves and others- Regulating behaviours- ZOR, Orchard- strategies
Challenge 5: Reduce persistent absenteeism so that Pupil Premium children are in line with national (4.8%)	1. Demonstrate improved levels in whole school persistent absence so that percentages between disadvantaged pupils and other pupils is in line. 2. Continue to work with families to achieve a further decrease in disadvantaged persistent absentees.
Challenge 6: All children embrace every learning opportunity. All teachers, engage all children, in all lessons, so that every child accesses every opportunity for personal excellence.	1. Active Participation: Children are actively involved in lessons through questioning, discussion, collaboration, or focused tasks. Explicit instruction is concise and impactful.

	2. Positive Attitudes: At least 90% of students report enjoying learning and feeling motivated to try new challenges (via surveys or reflections). 3. Task design and challenge: Lessons are consistently adapted to meet the needs of all learners, including those with SEND, EAL, and high prior attainment. 4. Enrichment uptake for pupil premium children is increased by 50%
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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: £ 24,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
CPD for staff	Including staff training and cover–, English Lead, Writing CPD and staff moderation training	1 Disadvantaged backgrounds means that children need additional support in

	Read Write Inc. training CPD for TAs – EYFS training, Welcomm training Mental Health Lead training EYFS Safeguarding Supervision by Trust Safeguarding Lead. EYFS – Quality interaction CPD EYFS – CPD continuous provision development	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 to aid with reading support from an earlier age. 4. Speech and language development – acquisition of vocabulary and opportunities for effective communication
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £48,450

Activity	Evidence that supports this approach	Challenge number (s) addressed
Small group and 1:1 coaching in RWI phonics to boost children	https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/phonics 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.	3
TAs to deliver Communication and Language/Speech and Language	Wellcomm tracking and intervention will be used across our EYFS classes (Nursery, Preschool and Reception) 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	2. 4

Intervention Wellcomm -	and bring about positive behaviour and relationships with both children and adults. Tas delivering support across 4 classes. Investigation of continuing with Wellcomm into year 1.	
Breakfast Club group for children Wraparound care – After school	https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/extending-school-time 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. Providing additional care after school which gives pupils an opportunity to develop social skills, build confidence, develop friendships etc.	5 6
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	https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/teaching-assistant-interventions 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.	1.

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

Budgeted cost: £ 59,630

Activity	Evidence that supports this approach	Challenge number(s) addressed
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Pastoral TA to work with and improve the wellbeing of our pupils	https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/social-and-emotional-learning TA to support pupils and families in need of additional pastoral support improving both well-being and attendance Additional ELSA trained TA to support emotional wellbeing across the school – Supervision costs (required to be able to provide ELSA)	5 6.
Trips and experiences to engage pupils and encourage attendance	https://educationendowmentfoundation.org.uk/education-evidence/teachinglearning-toolkit/outdoor-adventure-learning We are planning 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 introduced forest school to ensure children in the early years have access to further enriching experiences as well as opportunities to develop their language skills and social interactions.	5 6
HSLW to close the gap between parents and school	HSLW to support families who may have difficult home circumstances, that causes barriers to attendance and engagement.	5 6
Attendance administrator	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.	5.
Free places to clubs during term and non term time	To enable all children to access enrichment activities spaces are allocated for pupil premium children to take part in music, sports and other enrichment activities. Pupil premium children are encouraged to run for school council, eco council and other opportunities across the school.	6

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Challenge 1 Attainment

Total pupils 49					
Y6 Reading	% at EXS+	Pupils	B/WTS	EXS	GDS
All	67%	49	16	18	15
FSM6	57%	14	6	4	4
SEND Support	73%	15	4	9	2
SEND EHCP	0%	2	2	0	0
EAL	75%	8	2	4	2

Y6 Writing	% at EXS+	Pupils	B/WTS	EXS	GDS
All	53%	49	23	24	2
FSM6	36%	14	9	4	1
SEND Support	20%	15	12	3	0
SEND EHCP	50%	2	1	1	0
EAL	63%	8	3	5	0

Y6 Maths	% at EXS+	Pupils	B/WTS	EXS	GDS
All	71%	49	14	26	9
FSM6	50%	14	7	6	1
SEND Support	53%	15	7	7	1
SEND EHCP	0%	2	2	0	0
EAL	75%	8	2	5	1

Reading remains the focus to ensure that the wider curriculum remains available to all children. This was our first Year 6 cohort. Additional support was provided by a part time teacher and a Trust Forces teacher. The biggest gap was in Maths, which is something we are considering when looking at our provision for this academic year.

Challenge 2 Support for PP children in EYFS

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.

EYFS GLD Results

	2025 National	2025 Result	2025-26 pupil No.	2025-26 PP No.	2025-26 SEND No.	2025-26 Target	Dec 25	Mar 26	Jun 26
EYFS GLD all pupils	69%	65%	46	9	5	75%	52%	45%	62%
EYFS GLD PP	0%	50%	9			56%	50%	43%	43%

Of the 9 pupils in receipt of PP funding 3 pupils are on the SEND register and 3 pupils have English as an additional language. They have all made progress from their starting points and we are confident the longer they are in school our targeted support will enable them to close the gaps with their peers.

Challenge 3 – Progress in Phonics

Year 1 Phonics Results

	2025 National	2025 Result	2025-26 pupil No.	2025-26 PP No.	2025-26 SEND No.	2025-26 Target	Dec 25	Mar 26	Jun 26
Year 1 Phonics all pupils	80%	68%	43	6	8	80%	70%	70%	81%
Year 1 Phonics PP	0%	0%	6			50%	50%	50%	50%

3 of the 6 PP students have complex needs and have EHCPs. These children have a tailored learning programme of study. The other 3 passed the screener.

RWI training for all staff was updated this year. Staff delivered fast track tutoring sessions to PP children to support them to make good levels of progress and to close gaps in phonics knowledge. This was from Rec to Year 3.

Additional phonics sessions by class teachers for focus children enabled more children to achieve expected level in phonics and reading.

Challenge 4

Tracking of PP children receiving additional Pastoral or SEN support to enable them to access classroom learning and to support their Social, Emotional and Mental Health needs indicate, that more pupils are requiring support compared to previous years.

Pupil voice, through a Trust Safeguarding Review in the Summer Term 2026, tell us that children feel safe and know who to turn to for support.

Tracking in this area will be a priority for this academic year.

Challenge 5

Attendance for PP children improved throughout the year due to meetings with parents and attendance lead. This has involved parent contracts where necessary. PP attendance was 91.5% which is below non-PP peers but above national data for PP children nationally. This was also an improvement on from this previous year (89.9% for PP).

Home school link worker and inclusion team worked with many of our PP families to support their mental health and wellbeing and engagement with school activities.

Challenge 6 Engagement

Engagement in lessons is improving as evidenced by learning walks and book looks. Episodic teaching in maths allows for more guided support and PP children are benefiting from this model. They are making more progress in maths and the gap is closing between them and non-PP peers.

Enrichment engagement is still too low and an example of this was our first ever Year 6 residential. The majority of our non-attenders were PP students. Financial barriers were not necessarily the deciding factor but attitudes to being away from home and lack of previous experience around unknown activities were contributing factors. As a result a more comprehensive package of trips and visits are planned for this year. Next year we look to expand our residential offer to include Year 4 pupils, enabling more opportunities for all children to experience being away from home.

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
TTRockstars Maths support	Play.ttrockstars.com
Zones of Regulation	Leah Kuypers
Read Write Inc Phonics	Ruth Miskin

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 for 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

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 6 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

End of Key Stage 2 Outcomes

Subject	Forces Pupils (6 pupils)	Non Forces
Reading	50%	65%
Writing	66%	55%
Maths	83%	73%

Combined	50%	49%
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.