



Frome Valley CE First School

Pupil Premium Strategy Statement

*“Together, with God’s love,
we learn, nurture and grow, without limits.”*

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 the academic years 2025-2028 and the outcomes for disadvantaged pupils for the last academic year 2024-2025.

School overview

Detail	Data
Number of pupils in school	120
Proportion (%) of pupil premium eligible pupils	22.5%
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)	2025-2028
Date this statement was published	December 2025
Date on which it will be reviewed	September 2026
Statement authorised by	
Pupil premium lead	Clare Moore
Governor / Trustee lead	Martin Mustoe

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 40539.99
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£ 40539.99

Part A: Pupil premium strategy plan

Statement of intent

Frome Valley CE First School is a one-form entry Church of England school in Dorset.

22.5 % of our Reception to Year 4 children are currently Pupil Premium recipients. We have high expectations of all our children and are committed to ensuring that every child is given the best opportunities to enjoy and succeed at school. We want all our children to reach their full potential and become confident, independent, life-long learners with a love of reading.

Our intent is to:

- Remove barriers to learning created by poverty, family circumstance and background.
- Disadvantaged pupils to develop the skills of Early Reading to become fluent readers with outcomes at least in line with their non-disadvantaged peers.
- Disadvantaged pupils' oral skills and vocabulary should enable them to make good progress across the whole curriculum.
- High quality teaching is essential to support disadvantaged pupils in meeting these objectives.
- Support social and emotional wellbeing of pupils.
- Access a wide range of opportunities to develop their knowledge and understanding of the world.

We use our Pupil Premium to support the development of teachers to teach high quality phonics and reading skills, especially for pupils at the stages of early reading. Teachers are supported to develop high quality teaching of oral skills and vocabulary. Where disadvantaged pupils need additional support, our Pupil Premium enables small groups and 1:1 intervention and tuition for these pupils to make the most progress.

Challenges

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

Challenge number	Detail of challenge
1	Assessment shows that pupils attaining at the lowest 20% of each class in reading and writing often include disadvantaged pupils

2	Some pupils entitled to pupil premium funding have attendance is low which will affect their learning.
3	Number of PP children that are both PP and SEN (30%)
4	Support for the wellbeing vulnerable children
5	Communication/Speech & Language, particularly in the Early Years

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
PP children making at least expected Progress.	Analysis of progress data termly and analysing progress of pupils that are both SEN and PP. Ensuring that progress of this group is at least in line with the progress of other pupils. Targeted interventions support children that are both SEN and PP (e.g. Taming Tricky Words, Precision Teaching, Mats intervention, Speech & Language, RWI Fast Track Tutoring)
Greater awareness of the importance of attendance by parents and pupils.	To continue to monitor attendance half termly. To work together with individual families to improve attendance.
Disadvantaged pupils with SEND make at least expected progress.	A higher % of pupils in this category reach ARE
A greater number of pupils in school at ARE in reading.	Whole school review of Read Write Inc (RWI). Use of the RWI online assessment tool to analyse attainment and progress. Use of Fast Track Tutoring to support pupils in catching up. Access to new high quality Literacy Tree texts. Newly designed Reading area in Reception.
Children's emotional wellbeing is supported.	Children's emotional wellbeing is supported through a range of 1:1, small group and whole class strategies.

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£ 13, 000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ongoing school based, bespoke CPD for class teachers in effective, high-quality teaching	Impact of regular retrieval practice, modelling working examples with clear links to previous learning. Using the Walk Thrus Coaching Model to support assessment for learning. Teaching in small steps to consider the limits of working memory and aid the process of moving learning to long term memory and keeping it there. Prompts used in classes to support this	1,3
CPD for all staff in effective provision for pupils with SEND or other highly vulnerable children.	Pupils with SEND and other highly vulnerable children are at higher risk of falling behind academically due to their specific learning need, other needs or circumstances.	3, 4

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

Budgeted cost: **£ 18, 000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of targeted intervention in maths (times tables)	EEF guidance on the importance of boosting primary pupils' maths skills. Small group tuition has an impact of +4 (moderate impact).	1
TAs supporting pupils in classroom learning/ intervention work	Support for pupils through specific interventions such as: Taming Tricky Words, Precision Teaching, RWI Fast Track Tutoring and Rime Time.	1,3,4,5

	Classroom support for group work. Support for mental wellbeing (Two TAs lead ELSA and Hamish and Milo interventions).	
HLTA support for speech and language delivers targeted support for working memory and visual perception.	Our HLTA is highly trained in speech and language and delivers the speech and language school support from speech and language programmes. She also delivers targeted support for working memory and visual perception.	3,5
Gardening Club	Our School Gardener comes in weekly to work with our PP children. This provides many with outdoor opportunities to support their mental health and wellbeing. Many of these children do not have a garden.	4

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

Budgeted cost: £ 9,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Introduce Therapeutic Thinking and language strategies to support pupil resilience and good mental health, using structured conversations.	We know the importance of positive mental wellbeing for children to learn.	4
Tracking of vulnerable children and their daily attendance.	There is a lot of evidence that supports the importance of attendance and attainment and progress of pupils. Pupils are tracked half termly and there is a constant focus on early intervention to support attendance of individual pupils.	2
Focus with pupils on the importance of attendance. Celebrating whole class attendance.	Taking into account DfE webinars, FFT webinars and the latest reports on how to support good attendance, the school is focusing on raising awareness of the importance of good attendance. The school will also continue to work with individual	2

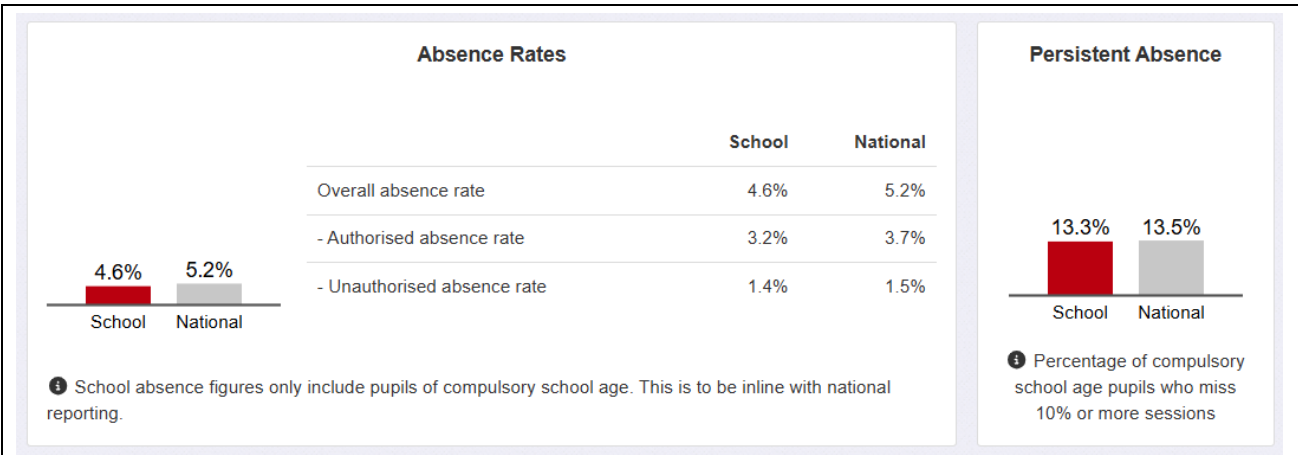
	families to support attendance of individual children. This year, we have also introduced a Wessex Attendance Toolkit	
ELSA and Hamish and Milo wellbeing support.	We know the importance of positive mental wellbeing for children to learn. Each term, we provide 1 to 1 ELSA support and Hamish and Milo support (therapeutic intervention) for two groups of children.	3, 4
New Pen Pals Handwriting scheme	Many of our disadvantaged pupils have difficulties with fine motor skills. These schemes provided additional resources and intervention support.	1, 3

Total budgeted cost: £ 40,500

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Intended outcome	Review July 2025
PP children making at least expected progress	<p>There has been an increase, over the last few years, in the number of pupil premium children that are also SEN. At the time of this review, there were 28 PP children in our school and 11 of these pupils were also SEN (39%).</p> <p>As a whole school, using internal data, PP children made at least expected progress in reading, writing and maths (and an improvement in progress data compared to 2023/2024 data. It should be noted that many of our PP children that are also SEN have special educational needs linked to spelling/reading. Six of our PP children that were below ARE in reading caught up to ARE this academic year. Five children that were below ARE in writing caught up to ARE this academic year and six children that were below ARE in maths caught up to ARE this academic year.</p>
Greater awareness of the importance of attendance by parents and pupils.	<p>We have continued with the attendance for all approach in 2024-2025 . This included half termly letters to all parents, attendance facts and figures to all parents, an annual attendance letter to all parents and 4 week monitoring meetings with some parents.</p> <p>Internal data showed improvements in attendance for individual children as well as whole school improvements. As well as the data below, there has been a lot of evidence of parents awareness of the importance of attendance in their conversations with staff.</p>



<p>A greater number of pupils in school at ARE in reading.</p>	<p>64% PP children in Years R-4 were at ARE or above by the end of the academic year from 59% at the beginning of the academic year. 23% PP children in R- 4 are working at the greater depth level. This has improved from 7% in the autumn term. 10 PP children from Years R-4 children accessed fast track tutoring during the academic year.</p> <p>Our SENDCO, Rachel Dixon, is also trained as a specialist reading practitioner. Our SENDCO has created specific reading programmes for three PP children that also have SEN. These reading programmes are created and discussed with an Educational Psychologist.</p>
<p>Improvement in children’s key skills</p>	<p>Staff worked on the assessment of key skills and live marking within the lesson. Many staff noted that basic skills such as letter formation or number or letter reversals were 7 addressed quickly and children became more aware themselves of these improvements that they needed to make. Staff discussed how the assessment of key skills often led to focus children for live marking too.</p>
<p>Children’s emotional wellbeing is supported.</p>	<p>42 children (43%) accessed emotional and wellbeing support in 2024-2025 through 1 to 1 work with a Trauma Informed Schools Practitioner, Hamish and Milo work (small group). Some children were supported more than once during the year (e.g., accessing ELSA and then Trauma Informed Schools). 15 PP children (53%) accessed emotional and wellbeing support during the academic year.</p>

Further information (optional)

We provide PP parents with a grant of £100 to support such items as school trips and the purchasing of school uniform. This uses approximately £2,700 of our PP grant.