



Frome Valley CE First School

Pupil Premium Strategy Statement 2026-2027

*“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	111
Proportion (%) of pupil premium eligible pupils	28.9%
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	October 2026
Date on which it will be reviewed	September 2027
Statement authorised by	
Pupil premium lead	Clare Moore
Governor / Trustee lead	Martin Mustoe

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£37,200
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>	£37,200

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. We are part of Wessex Multi- Academy Trust.

28.9% 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 opportunity 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, 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.	A whole-school review of Read Write Inc. (RWI) will be completed, leading to increased consistency and effectiveness in the teaching of phonics across the school. The RWI online assessment tool will be used regularly to analyse pupil

	attainment and progress, enabling staff to identify gaps in learning and target support effectively. Fast Track Tutoring will be implemented to ensure pupils at risk of falling behind receive timely intervention and make accelerated progress. Staff will use assessment information confidently to adapt teaching and provide targeted support that meets the needs of individual pupils. New high-quality Literacy Tree texts will be embedded across the English curriculum to enrich learning experiences and promote a love of reading. The Reading Leaves whole-class reading programme will be fully implemented in Years 2, 3 and 4. Pupils will demonstrate improved reading fluency, comprehension and vocabulary as a result of high-quality whole-class reading provision. Reading outcomes will improve across the school, with an increasing proportion of pupils achieving age-related expectations and making good progress from their starting points.
Children's emotional wellbeing is supported.	Children demonstrate improved emotional wellbeing, resilience and self-regulation through a range of 1:1, small group and whole class strategies. Pupil voice, attendance and engagement show that children feel safe, supported and ready to learn.

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: **£ 10, 500**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ongoing school based, bespoke CPD for class teachers in effective, high-quality teaching of reading.	• 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 • Staff in Years 2, 3 and 4 will participate in Reading Leaves training to further develop subject knowledge and expertise in the teaching of reading, fluency and comprehension. • Teachers and teaching assistants will take part in a Read Write Inc. Development Day, receiving bespoke professional development to strengthen the quality and consistency of phonics teaching across the school. • Ongoing coaching, professional dialogue and monitoring will support teachers in embedding evidence-informed reading strategies within daily classroom practice. • Regular opportunities for collaborative planning, lesson study and professional development will strengthen consistency and further improve the quality of reading provision throughout the school.	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. • Staff will receive targeted training on the delivery of Fast Track Tutoring, ensuring pupils who require additional support are able to catch up quickly and effectively. • EYFS and Year 1 staff will participate in Language PEIC-D training to further develop strategies that support speech, language and communication needs within the classroom.	1, 2, 3, 5
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 16, 500

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. Classroom support for group work. Support for mental wellbeing (Two TAs lead ELSA and Hamish and Milo interventions).	1,3,4,5
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.	1, 3,5
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

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

Budgeted cost: £ 10,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
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 families to support attendance of individual children. This year, we have also introduced a Wessex Attendance Toolkit	2
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
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.	3, 4

Total budgeted cost: £ 37, 200

Part B: Review of the previous academic year 2025-26

Outcomes for disadvantaged pupils

Intended outcome	Review July 2026
PP children making at least expected progress in 2025-26	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 33 PP children in our school and 10 of these pupils were also SEN (30%). The data shows that Pupil Premium pupils are making broadly similar progress to their peers, with some areas of notable strength and a few areas that require continued focus. Reading • 95% of Pupil Premium pupils are making expected or better progress, compared to 97% of non-Pupil Premium pupils. • 18% of Pupil Premium pupils are making above expected progress, compared to 20% of their peers. • Only 5% of Pupil Premium pupils are below expected progress. Analysis: Reading outcomes are positive, with the vast majority of Pupil Premium pupils making at least expected progress. The gap between Pupil Premium and non-Pupil Premium pupils is small, suggesting that targeted reading interventions are having a positive impact. Writing • 91% of Pupil Premium pupils are making expected progress, compared to 98% of non-Pupil Premium pupils (84% expected and 14% above). • 9% of Pupil Premium pupils are below expected progress. • No Pupil Premium pupils are currently recorded as making above expected progress. Analysis: Writing remains the area with the greatest difference between Pupil Premium and non-Pupil Premium pupils. Whilst most pupils are making expected progress, there is a need to increase the proportion of Pupil Premium pupils achieving above expected progress and to reduce the number below expected expectations. Mathematics • 91% of Pupil Premium pupils are making expected or better progress, compared to 97% of non-Pupil Premium pupils. • 18% of Pupil Premium pupils are making above expected progress, slightly higher than the 17% for non-Pupil Premium pupils. • 9% of Pupil Premium pupils are below expected progress.

	Analysis: Mathematics is a relative strength for Pupil Premium pupils. The proportion making above expected progress is marginally higher than that of their peers, demonstrating that targeted support and interventions are helping pupils accelerate their progress. Overall Summary Progress data indicates that the majority of Pupil Premium pupils are making at least expected progress across Reading, Writing and Mathematics. Reading and Mathematics outcomes are particularly encouraging, with attainment gaps remaining relatively small. Writing continues to be the key area for development, with a higher proportion of Pupil Premium pupils working below expected progress and fewer exceeding expectations. School leaders will continue to monitor progress closely and provide targeted support to ensure gaps continue to close and more Pupil Premium pupils achieve above expected outcomes.																								
	Reading Legend ■ Below Expected ■ Expected Progress (0) ■ Above Expected <table><tr><td>Pupil Premium 22 pupils · Average: +0.2</td><td>5%</td><td>77%</td><td>18%</td></tr><tr><td>Not Pupil Premium 64 pupils · Average: +0.2</td><td>3%</td><td>77%</td><td>20%</td></tr></table> Writing Legend ■ Below Expected ■ Expected Progress (0) ■ Above Expected <table><tr><td>Pupil Premium 22 pupils · Average: -0.2</td><td>9%</td><td>91%</td><td></td></tr><tr><td>Not Pupil Premium 64 pupils · Average: +0.2</td><td></td><td>84%</td><td>14%</td></tr></table> Maths Legend ■ Below Expected ■ Expected Progress (0) ■ Above Expected <table><tr><td>Pupil Premium 22 pupils · Average: +0.2</td><td>9%</td><td>73%</td><td>18%</td></tr><tr><td>Not Pupil Premium 64 pupils · Average: +0.2</td><td>3%</td><td>80%</td><td>17%</td></tr></table>	Pupil Premium 22 pupils · Average: +0.2	5%	77%	18%	Not Pupil Premium 64 pupils · Average: +0.2	3%	77%	20%	Pupil Premium 22 pupils · Average: -0.2	9%	91%		Not Pupil Premium 64 pupils · Average: +0.2		84%	14%	Pupil Premium 22 pupils · Average: +0.2	9%	73%	18%	Not Pupil Premium 64 pupils · Average: +0.2	3%	80%	17%
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Greater awareness of the importance of attendance by parents and pupils.	We have continued with the attendance for all approach in 2025-2026 . 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. Internal data showed improvements in attendance for disadvantaged children from 91.8% in 2023/24, to 92.0% in 2024/25 and 92.5% in 2025/26. 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.																								

All pupils - Attendance

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context
2025/26 (1 term)	92	94.9%	94.9%	Close to average	Relative decline	-
2024/25 (3 term)	105	95.3%	94.8%	Close to average	Relative decline	-
2023/24 (3 term)	98	95.4%	94.5%	Above	In line	-
2018/19 (3 term)	114	96.9%	96.0%	Above	Not available	-

► [Chart](#)

FSM6 - Attendance

Year	Cohort	School	National	National distribution banding	Sch trend vs Nat trend	School context
2025/26 (1 term)	21	92.5%	92.4%	Close to average	Relative improvement	-
2024/25 (3 term)	24	92.0%	92.3%	Close to average	Relative decline	-
2023/24 (3 term)	22	91.8%	92.0%	Close to average	Relative decline	-

Disadvantaged pupils with SEND make at least expected progress in 2025-26.

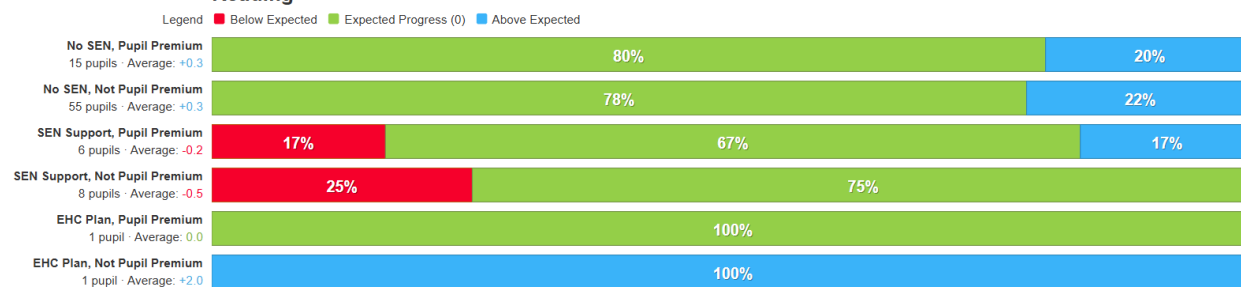
There has been an increase, over the last few years, in the number of pupil premium children that are also SEN. At the time of this review, there were 33 PP children in our school and 10 of these pupils were also SEN (30%).

Pupil Premium pupils with SEND

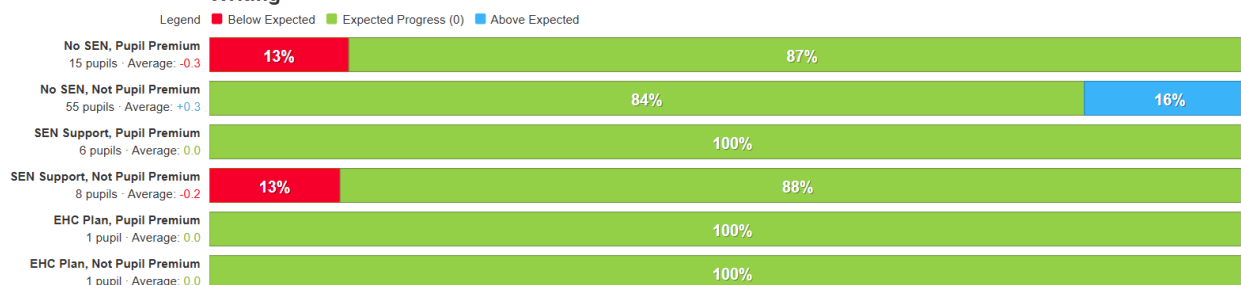
Outcomes are strongest in Writing and Mathematics, where all six pupils are currently working at the expected standard, with no pupils below expectations. In Reading, attainment is lower, with 67% of pupils working at the expected standard, 17% working above expected standards and 17% below expected. This suggests that Reading remains the key area for development within this group.

Despite the additional barriers often associated with both disadvantage and special educational needs, the majority of Pupil Premium pupils with SEND are accessing the curriculum successfully and achieving expected outcomes. Targeted interventions, adaptive teaching approaches and personalised support are having a positive impact, particularly in Writing and Mathematics. Continued focus on developing reading fluency, comprehension and language acquisition will be important in further improving outcomes and ensuring this vulnerable group continues to make strong progress.

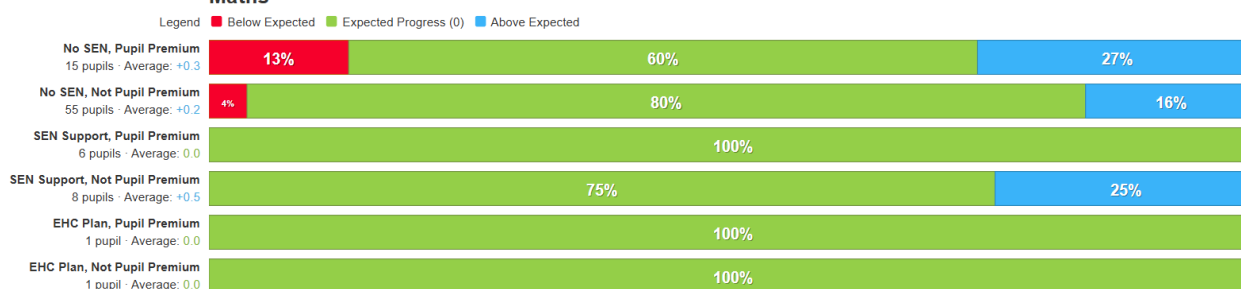
Reading



Writing



Maths



A greater number of pupils in school at ARE in reading 2025-26.

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.

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.

Children's emotional wellbeing is supported.

In 2025-2026, 40 children (33% of school) accessed emotional wellbeing support through targeted interventions. This included 14 Pupil Premium pupils, representing 54% of the Pupil Premium cohort, demonstrating the school's continued commitment to supporting pupils' emotional health and wellbeing.

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.