



Ewelme Church of England (VA) Primary School

Ready Respectful Responsible Reflective Resilient

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

Detail	Data
Number of pupils in school	91
Proportion (%) of pupil premium eligible pupils	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)	2024-25 until 2027-28
Date this statement was published	January 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Full Governing Board
Pupil premium lead	Joe Ottaway
Governor / Trustee lead	Jess Readings

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£3,030
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>	£3,030

Part A: Pupil premium strategy plan

Statement of intent

At Ewelme C.E. (V.A.) Primary School, our intent is for all disadvantaged pupils to:

- access the full range of opportunities and experiences offered to the whole school community and to ensure that their disadvantage, in whatever form this may present, is not a barrier to this.*
- achieve to their full potential across the curriculum.*
- demonstrate good behaviour*

Therefore, the purpose of this strategy is to ensure that their disadvantages do not limit or impact on their experiences and opportunities; academic achievement; and behaviour.

Challenges

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

Challenge number	Detail of challenge
1	<i>Attendance – persistent or severe absence is limiting the academic progress and access to opportunities and experiences of one of our disadvantaged pupils</i>
2	<i>Academic achievement – our disadvantaged pupils are not currently working at the expected standard for their age in all areas of the curriculum.</i>
3	<i>Social and emotional needs – managing friendships and other relationships and anxiety linked to this that can impact on readiness to learn</i>

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
Disadvantaged pupils participate in the full range of opportunities and experiences throughout their time at Ewelme (e.g. residential trips, other school trips, workshops, visitors, performances etc.)	Tracking of participation shows that, over time, disadvantaged pupils participate in and attend events at the same rate as their non-disadvantaged peers.
Disadvantaged pupils fulfil their academic potential during their time at Ewelme	All disadvantaged pupils make good progress from their individual starting points, across the

	curriculum, within academic years and across key stages.
Disadvantaged pupils behave well in school, in terms of their conduct, emotional regulation and their behaviour for learning.	Analysis of behaviour records and feedback from school staff show that disadvantaged pupils conduct, emotional regulation and behaviour for learning are at least as good as their non-disadvantaged peers (assuming this is also good)

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: £0

Activity	Evidence that supports this approach	Challenge number(s) addressed

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

Budgeted cost: £2,460

Activity	Evidence that supports this approach	Challenge number(s) addressed
Adult support in class and, when required, during playtimes. In class support may be 1:1 for short periods, check-ins during lessons as needed or small group work, and will be particularly focused on maths skills. This support can also help disadvantaged pupils to manage and process social issues or anxieties as they arise during unstructured times	Our experience in school indicates that pupils who lack confidence and who demonstrate gaps in their knowledge benefit from occasional adult support during lessons and therefore make better progress than they otherwise would. There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Improving Social and Emotional Learning in Primary Schools EEF	2 and 3

such as playtime or lunch.		
Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly.	When used effectively, diagnostic assessments can indicate areas for development for individual pupils, or across classes and year groups: Diagnostic assessment EEF	2

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

Budgeted cost: £500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase and implement Zones of Regulation support for identified disadvantaged pupils	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): Improving Social and Emotional Learning in Primary Schools EEF	2
For disadvantaged pupils with identified attendance issues (i.e persistent or severe absenteeism), offer free and flexible breakfast club places	Parental feedback has shown that logistical issues (such as multiple school drop-offs or transport difficulties – particularly given our rural location, meaning many families have to drive to school) can contribute to poor attendance or persistent lateness and that flexible use of breakfast club can help elevate these logistical issues	1
Contingency fund for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £2,960

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

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Externally provided programmes

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

Programme	Provider