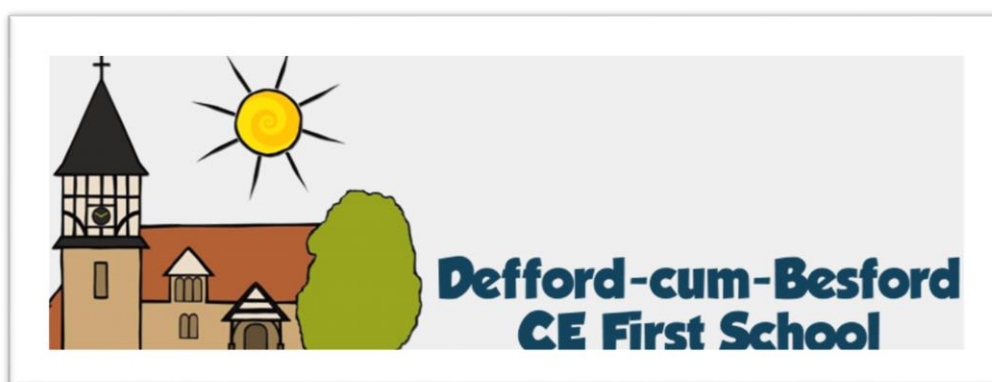


Pupil premium strategy statement 2025-27



Faith, friendship and fun are at the root of all our learning and growing at Defford-cum-Besford Church of England First School. As a church school, with a distinctive Christian character and family ethos, we aim to provide an educational, spiritual and moral framework in which all children can grow, develop and achieve their full potential. We nurture and support a strong foundation of traditional values, to equip children for the challenges of a modern and ever-changing world.

This statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Defford-cum-Besford CE First School	
Number of pupils in school	56 pupils
Proportion (%) of pupil premium eligible pupils	7 pupils 13%
Academic year/years that our current pupil premium strategy plan covers	2025-26 2026-27
Date this statement was published	November 2025
Date on which it will be reviewed	September 2027
Statement authorised by	Mr Liam Hanson
Pupil premium lead	Mrs Naomi Standing

Governor / Trustee lead	Mr Sue Rees
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Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 14,980
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£14,980

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium is additional funding which is allocated to schools based on the number of pupils who have been eligible for free school meals (FSM) at any point over the last six years. The Pupil Premium is aimed at addressing the current underlying inequalities which exist between children from disadvantaged backgrounds and their more affluent peers. The percentage of our pupils eligible for pupil premium is 13% and is below the national average for schools. The Pupil Premium also provides funding for children who have been looked after continuously for more than six months and the children of service personnel.

It is our intent, at Defford-cum-Besford CE First School to dispel the gap between disadvantaged pupils and their non-disadvantaged peers. Overcoming barriers to learning is at the heart of our Pupil Premium Grant use. We aim to identify the needs and costs associated with the identified barriers to learning, therefore our strategy aims to provide support for individuals, small groups and whole classes of pupils.

The priorities for our Pupil premium grant are:

- Improving attendance for specific pupil groups
- Providing targeted support for those pupils identified as making less than expected progress
- Addressing barriers to learning, such as; parental engagement, well-being and behaviour
- Closing the attainment gap between disadvantaged pupils and their peers

Our Pupil Premium Strategy demonstrates a clear desire to provide a fair, adventurous and inclusive school experience for every child.

Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to-one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy (EEF Guide to the Pupil Premium)

Challenges

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

Challenge number	Detail of challenge
1	<p>Attendance.</p> <p>Pupils from Pupil Premium group have lower attendance percentages Pupil premium attendance average 80.7% (National 95.4%, LA 95.6%) 57% persistently absent</p> <p>Pupils are also late to arrive for their school day resulting in lost learning</p>
2	<p>Progress in reading and writing</p> <p>Attainment at end of EYFS lower in Writing specifically – lowering GLD as a whole</p> <p>25% of pupils did not achieve the expected standard in writing at the end of EYFS 2024-25</p> <p>67% of our Y1 pupils achieved the expected standard in the Y1 phonics screening compared to 80% nationally</p> <p>63% of our Y2 pupils achieved the expected standard in reading at the end of KS1</p> <p>63% of our Y2 pupils achieved the expected standard in writing at the end of KS1</p> <p>75% of pupils achieved GLD at end of EYFS compared to 69% nationally</p>
3	<p>Social and emotional needs/well-being.</p> <p>Increasing amounts of children finding transitions into school challenging / aspects of the school day / personal challenges</p> <p>Emotional well-being directly links to academic achievement</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/primary-sel/EEF_Social_and_Emotional_Learning.pdf?v=1762874945</p>
4	<p>Oracy skills</p> <p>Our pupils from disadvantaged groups lack a wealth of ambitious language to express themselves confidently. Children also lack clarity of speech and understanding of how to communicate effectively to develop sustained relationships</p> <p>The acquisition of language can be directly connected to the reading progress and attainment.</p>

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
1) Attendance will significantly improve to be in line with regional average	Pupils from vulnerable groups will demonstrate improved attendance annually Education Welfare Officer (EWO) to support families with general welfare, attendance and build positive relationships Attendance will improve to be in line if not better than local and national averages
2) Progress and attainment in reading, writing and maths will improve to be in line with national and regional averages <ul style="list-style-type: none"> • Review current programmes and schemes to support writing attainment and a thorough and ambitious curriculum for writing 	Improved progress will be supported by parental involvement in home learning, completion of homework, reading at home (evident in reading diaries) Parental questionnaires to gather feedback and identify areas for further support.
3) Social and emotional needs support <ul style="list-style-type: none"> • TISC training for all staff to ensure a trauma informed approach that is consistent amongst all staff and pupils 	Through a Trauma Informed School approach all children will have access to an emotionally available adult (as identified by the child) and all staff will receive relevant training so that a consistent approach is developed to communicating with children in our school Additional support is also available through a Trauma Informed School Lead Practitioner
4) Develop an oracy rich curriculum to further develop children's communication and language skills <ul style="list-style-type: none"> • Continue to engage with Voice 21 programme to develop oracy skills across the school and specifically for our vulnerable groups of children 	Children will communicate clearly using adventurous vocabulary and language This will be evident not only in their verbal communications but also in their written work Writing attainment will improve across the whole school, EYFS to KS2. As we transition to become a Primary school we will also include our first set of KS2 data – Summer 2027.

Activity in this academic year

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

Activity	Evidence that supports this approach	Challenge number(s) addressed
Engage with EWO Parent workshops to involve other professionals eg; school nurse to address some challenges that could be impacting attendance and prompt arrival at school	https://educationendowmentfoundation.org.uk/support-for-schools/bitesize-support/pupil-premium-guide	1 2
<i>Literacy Tree programme to ensure writing standards improve across the school</i> <i>Continue to review current approaches to supporting teaching and learning in writing</i>	https://educationendowmentfoundation.org.uk/support-for-schools/bitesize-support/pupil-premium-guide	2 3

<i>Continue to work with Voice 21 – national charity for Oracy</i>	https://educationendowmentfoundation.org.uk/news/what-does-the-evidence-base-tell-us-about-effective-oral-language-practice	1 2 3 4
<i>Continue to develop our Trauma Informed Approach as a whole school to develop relationships and support the emotional well-being of all pupils and staff in school. Whole school training for all staff</i>	https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/primary-sel/EEF_Social_and_Emotional_Learning.pdf?v=1762788363	1 2 3 4

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

Budgeted cost: £

Measure	Challenge number(s) addressed
Funding for uniform, resources to support home	1,3
EWO employed to support with attendance and lateness with PP pupils	1
Funding support for trips and visits for pupils in receipt of FSM	1,2,3,4
Breakfast club provision to support attendance/lateness of PP pupils	1,2,3,4

Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on our pupils in the 2023 to 2025 academic years.

Desired outcome	Impact
Improving attendance for vulnerable groups	Attendance has fluctuated for vulnerable groups and still needs to further improve to be in line with local authority and national averages
<p>Develop Oracy through our Voice21 approach</p> <p>Language skills developed through NELI language intervention and Speechlink screening tool</p>	<p>Children identified early for barriers to learning involving language</p> <p>Children involved in aspects of our Oracy approach – enthusiastic to be Oracy champions and take an active role in developing oracy throughout the school</p> <p>Pupils are engaging regularly with specific oracy lessons, learning ‘How to Talk’ through the Voice21 approach</p> <p>Our curriculum maps the impact and value of oracy throughout all subject areas and explicit links are now evident in our planning</p> <p>86% pupils achieved Expected level in Oracy – teacher assessments end of Summer 2024</p> <p>Identified children received additional interventions and at end of EYFS 2025 92% of pupils achieved Expected standard in Speaking</p>

Pupil Premium Funding 2023-25

Purchasing uniform for PP pupils	£297.97
School meals from Pershore Deli for PP pupils	£3078
Purchase school milk – Cool Milk	£128.79
Transport	£335.50