

Pupil premium strategy statement 2026/27

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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Powerstock CE VA Primary
Number of pupils in school	19
Proportion (%) of pupil premium eligible pupils	5% (1 pupil)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	October 2026
Date on which it will be reviewed	October 2027
Statement authorised by	Head teacher
Pupil premium lead	Jo Cleden
Governor / Trustee lead	Wendy Morris

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£1530
Recovery premium funding allocation this academic year	£0
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	£1530

Part A: Pupil premium strategy plan

Statement of intent

At Powerstock CE VA Primary School, our intention is that every pupil, regardless of background or barriers, flourishes both academically and personally. We are committed to ensuring that all pupils make strong progress and achieve highly across the curriculum, enabling them to become successful, confident, knowledgeable, passionate, limitless, and flourishing learners.

Our Pupil Premium strategy focuses on removing barriers to learning for disadvantaged pupils, including those who are already high attainers, while sustaining and improving outcomes for all. We also recognise the challenges faced by other vulnerable groups, such as pupils with a social worker or young carers, and our approach is designed to support their needs too.

High-quality, responsive teaching lies at the heart of our approach. Evidence shows that this has the greatest impact on closing the attainment gap, while also benefiting non-disadvantaged pupils. Our strategy is rooted in diagnostic assessment and individualised support, not assumptions, and is underpinned by our curriculum intent:

- Unrivalled pupil achievement through deep knowledge and mastery.
- Unparalleled self-confidence to unlock limitless potential.
- Meaningful coherence and relevance so learning is connected and purposeful.

To achieve this, we will:

- Ensure disadvantaged pupils are consistently challenged and supported in their learning.
- Act early to intervene when need is identified.
- Adopt a whole-school approach where all staff take responsibility for disadvantaged pupils' outcomes and maintain high expectations.
- Work closely with link governors to monitor implementation, wellbeing, and impact.

Our strategy is designed to develop the four impact strands of our curriculum—Independence, Creativity, Curiosity, and Collaboration—so that every child can thrive now and in the future.

Challenges

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

Challenge number	Detail of challenge
1	Attendance and engagement – Ensuring consistent attendance and positive attitudes towards school to maximise learning time.
2	Social, emotional and mental health (SEMH) needs – Supporting emotional regulation, resilience, and wellbeing to enable pupils to access learning effectively.
3	Attainment in core subjects – Addressing gaps in reading, writing, and maths knowledge to secure strong progress across the curriculum.

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
Improved attendance and engagement for all pupils, particularly disadvantaged pupils.	Sustained improvement in attendance by July 2027 demonstrated by: • Overall absence rate for all pupils at or below 10% • Attendance for disadvantaged pupils in line with peers
Improved social, emotional and mental health (SEMH) and overall wellbeing.	Sustained high levels of wellbeing from 2024 to 2027 demonstrated by: • Pupil, parent, and staff surveys and observations • Positive trends in behaviour and engagement logs • Increased participation in enrichment activities
Improved attainment in reading, writing, and maths for disadvantaged pupils.	By July 2027: • Disadvantaged pupils make progress in line with their starting points and peers • Internal assessments and teacher judgments show narrowing of gaps in core subjects

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: £1020

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improve the quality of social and emotional mental health SEMH learning. Hamish and Milo SEMH intervention implemented (all TAs already trained). EBSA techniques and strategies implemented (EBSA training already completed).	SEMH learning approaches will be embedded into routine educational practices and supported by professional development and training for staff. 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):	1,2,3
Supporting CPD for teaching and support staff through work with ECL, WDSC, Dorset Nexus, TSIO and NPQs.	Supporting high quality teaching is pivotal in improving children's outcomes. Research tells us that high quality teaching can narrow the disadvantage gap. It is therefore hugely encouraging to see a host of new initiatives and reforms that recognise the importance of teacher quality such as the Early Career Framework and the new National Professional Qualifications. These exemplify a	3

	growing consensus that promoting effective professional development (PD) plays a crucial role in improving classroom practice and pupil outcomes.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £1020

Activity	Evidence that supports this approach	Challenge number(s) addressed
1-1 TA time to support and/or extend learning. 40 minutes (total) per week.	Providing structured, short bursts of one-to-one support can significantly accelerate progress when it is linked to high-quality classroom teaching and focused on specific learning goals. The Education Endowment Foundation (EEF) highlights that targeted interventions, particularly in reading and maths, can add up to four months' additional progress when delivered by trained staff and monitored for impact. This approach also supports emotional security and confidence, which are essential for pupils with additional needs.	3
One HLTA in each class to implement targeted interventions and support in lessons.	Interventions targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one: One to one tuition EEF (educationendowmentfoundation.org.uk) And in small groups: Small group tuition Toolkit Strand Education Endowment Foundation EEF	3

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

Budgeted cost: £510 Forest School, After-school clubs, Trips

Activity	Evidence that supports this approach	Challenge number(s) addressed
Forest School every other half term. Mindfulness Hamish and Milo sessions timetabled	Forest School provides many benefits for all children seeing improvements in mental health and attitudes to learning: https://www.forestresearch.gov.uk/research/forest-schools-impact-on-young-children-in-england-and-wales/ Mindfulness is embedded in whole school practice: https://mindfulnessinschools.org/wp-content/uploads/2013/02/MiSP-Research-Summary-2012.pdf	2,3
Extra-curricular activities/clubs After school clubs for enrichment eg. Cooking/gardening club. Afterschool club craft activities.	https://www.nuffieldfoundation.org/sites/default/files/files/resbr3-final.pdf	2,3
Enhanced transition offer	'Quality transitions that are well prepared and child centred, managed by trained staff collaborating with one another, and guided by an appropriate curriculum, enhance the likelihood that the positive impacts of early learning and childcare will last through primary school and beyond.' <i>Starting Strong V, Transitions from Early Childhood Education and Care to Primary Education OECD 2017</i> https://www.westpartnership.co.uk/transitions/	1,2,3
Assistance with school trip/sundries	Contributions are offered to each parent in the event of a school trip donation requested.	1,2

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2025 to 2026 academic year.

4 pupils	WTS or below	ARE	GD
Reading	75%	25%	0%
Writing	75%	25%	0%
Maths	75%	25%	0%

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
SSP Scheme	Bug Club
SEMH Intervention	Hamish and Milo

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	N/A
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

This strategy was updated in November 2026 to reflect changes in pupil premium eligibility and governance.