

Pupil premium strategy statement – CALLANDS PRIMARY ACADEMY

This statement details our school's use of pupil premium (and recovery 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	330 (November 2025)
Proportion (%) of pupil premium eligible pupils	22% (November 2025)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-2026 2026-2027 2027-2027
Date this statement was published	18 th December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Siobhan Bentley
Pupil premium lead	Siobhan Bentley
Governor / Trustee lead	David Pierce-Roberts

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£113,625
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i>	£0
<i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	
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>	£113,625

Part A: Pupil premium strategy plan

Statement of intent

The Pupil Premium is additional to main school funding and it will be used by Callands Primary Academy to address any underlying inequalities between children eligible by ensuring that funding reaches the pupils who need it most.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for
- ensure that the additional funding reaches the pupils who need it most and that it makes a significant impact on their education and lives.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

Our intention is that all pupils, irrespective of their background or the challenges they face, make excellent progress and achieve highly across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will ensure that all pupils have access to a wide, rich set of experiences and there are an exceptional amount of opportunities for all pupils to develop their talents and interests. We will provide these rich experiences in a coherently planned way, in the curriculum and through extra-curricular activities.

An exceptional quality of education is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers. Interventions are planned for pupils/groups of pupils and their impact is monitored while they are being implemented. The impact is reviewed and this evidence is used to determine whether to continue with the strategy or move to an alternative approach.

Challenges

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

Challenge number	Detail of challenge
1	Internal assessments indicate that reading and writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.
2	Year on Year, the parents of many disadvantaged children do not feel able to give their children the opportunities to take part in some curriculum or extra-curricular enrichment opportunities which the school offers due to financial restrictions, without the support of the school.
3	Social and emotional needs requiring additional pastoral care and guidance. Children and families do not always seek help and support from other agencies to support the development of their children, for example Speech and Language, keeping appointments etc.
4	Wellcomm assessments on entry in EYFS, observations, and discussions with pupils indicate underdeveloped language, communication, interaction and vocabulary among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more widespread among our disadvantaged pupils than their peers.
5	Attendance and poor punctuality can cause a significant loss of learning time for pupils
6	Assessments, observations, and discussions with pupils suggest disadvantaged pupils generally have greater difficulties with phonics than their peers. This negatively impacts their development as readers and writers.

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
To increase the percentage of pupils achieving GD and ARE in all subjects.	Progress and attainment of PPG eligible pupils will be above the national at the end of Key Stage 2. The number of pupils achieving ARE and Greater Depth will increase.
Disadvantaged children develop their competence in transcription and composition.	Disadvantaged children can record ideas in writing fluently and can communicate ideas articulately in writing which is organised coherently for a reader. Attainment of disadvantaged children at the end of EYFS is above that of national and pupils are able to write recognisable letters, spell words by identifying sounds in them and representing the sounds with a letter and writing simple phrases and sentences that can be led by others. Progress and attainment of PPG children by the end of Key Stage 2 is significantly above that of national in writing.
Increased number of disadvantaged children access enrichment opportunities offered for personal development.	Improved attendance of disadvantaged children accessing extracurricular activities per term.
Improve underdeveloped language, communication, interaction and vocabulary among disadvantaged children.	Wellcomm assessments at the end of EYFS indicate significantly improved language, communication and interaction skills amongst the disadvantaged pupils at the end of EYFS. EYFS children access vocabulary at the higher stages of the Ready, Steady decodable books.
Continued improvements in the reading attainment of disadvantaged children.	Attainment of PPG children who achieve 32+ in the Y1 Phonics Screening Check is above that of national. Progress and attainment of PPG children by the end of Key Stage 2 is significantly

	above that of national. More PPG children attain greater depth
To increase the attendance and punctuality of the group of PPG children.	<p>Attendance and punctuality can cause a significant loss of learning time for pupils. Involvement of Attendance Officer at Early Help Meetings.</p> <p>Parents feel supported and gain the appropriate support if needed. There is more engagement with parents/families.</p> <p>Reduction in the number of eligible pupils who are persistently absent.</p> <p>Improvement in overall attendance of PPG eligible pupils and these pupils attend school on time.</p>

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

Budgeted cost: £69,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Deepen class teachers subject knowledge in the application of RWM teaching strategies and pedagogies. Disadvantaged children develop their competence in transcription and composition.	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them.</p> <p>https://educationendowmentfoundation.org.uk/supportfor-schools/school-improvement-planning/1-high-qualityteaching</p>	1, 4 and 6
Ensure the curriculum in EYFS supports all pupils, in particular the most disadvantaged, with a particular focus on speech, language, communication and early reading and writing.	<p>Communication and language approaches emphasise the importance of spoken language and verbal interaction for young children. They are based on the idea that children's language development benefits from approaches that explicitly support communication through talking, verbal expression, modelling language and reasoning.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/early-years-toolkit/communication-and-languageapproaches</p>	1 and 4
Continue to enhance the school's English curriculum ensuring that the most vulnerable pupils access high quality texts, thus impacting on their reading and writing outcomes.	<p>The use of high-quality units of work using language-rich vehicle texts from Reception through to Year 6. These enrich the teaching of writing, contextualise spelling, grammar and punctuation and enable children to reach ARE and Greater Depth in writing.</p> <p>https://literacycounts.co.uk/research-influences/</p>	1, 4 and 6

Continue to enhance the quality of the teaching of phonics.	<p>The use of Ready, Steady Phonics as a new systematic, synthetic approach to the teaching of phonics is embedded across the school.</p> <p>From EEF phonics support has a proven impact with average gains of 4+ months. Small group intervention with highly qualified staff have been shown to be effective as evidence as discussed in reliable evidence sources such as visible learning by John Hattie and the EEF toolkit. The EEF Toolkit suggests that targeted interventions matched to specific students with particular needs or behavioural issues can be effective especially for older students.</p>	1, 4 and 6
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Targeted academic support

Budgeted cost: £31,115

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupils targeted make accelerated progress in reading and writing, to close gaps in learning and deepen understanding in reading and writing for disadvantaged pupils.	<p>Small group tuition proven to have approximately on average impact of four months additional progress over the course of a year.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/small-group-tuition</p>	1, 4 and 6
Establish small group pre and post teach for disadvantaged pupils falling behind age related expectations and to enable those to attain greater depth	<p>Small group tuition proven to have approximately on average impact of four months additional progress over the course of a year.</p> <p>https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/small-group-tuition</p> <p>Teaching assistants are generally deployed across the school in two ways, to support the teacher in the general classroom environment, or to provide targeted interventions, which are often delivered out-of-class as a pre or post teach.</p>	1, 4 and 6

Wider strategies for example related to attendance, behaviour, wellbeing

Budgeted cost: £10,145

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance of the group of PPG children improves and the difference diminishes between this group and others. Punctuality also improves so that the children are not missing learning.	Attendance and lateness serves as a huge barrier to individuals. Improving attendance will remove this barrier for the children. Improving attendance concerns can have a huge impact on attainment and progress.	1, 2, 3, 4, 5 & 6
Attendance of more PPG children at after school activities/residential visits	Evidence suggests that cultural capital passed on through families helps children do better in school. The education system values the knowledge and ways of thinking	2, 5

Total budgeted cost: £110, 260

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Educational Outcomes for 2024 – 2025

- Of the 8 Pupil premium children in EYFS 50% achieved GLD.
- Of the 13 Pupil premium children in Year 1, 69% achieved 32+ in their phonics screening.
- At the end of KS2 at ARE attainment overall in all subjects is above national averages (Reading 75%, Writing 79%, Maths 71%).
- Of the 12 children who were Pupil premium 42% achieved ARE or better in all subjects at the end of KS2.

Summary: In this year of additional Pupil Premium funding the evidence gathered through the school's self-evaluation strategy has shown that the intervention strategies have had some success across the school overall. Intervention strategies need to be continued for this academic year.

Externally provided programmes

Pupil premium funds have not been spent on external providers or programmes this year.

Programme	Provider
Hayley Wynne	EY2P
Toni Priddey	Maths Consultancy –First 4 Maths
Primary French	Primary Languages Network

Service pupil premium funding – Not applicable for 2024/25

For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year

N/A

The impact of that spending on service pupil premium eligible pupils

N/A