



Pupil Premium Strategy Statement

3 year plan (2024-2027)

Published: 1st September 2024

Updated: 12th November 2025

Date of ratification: 16.10.24

1 School overview

This report details our school's use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

Detail	Data
Number of pupils in school	292
Proportion (%) of pupil premium eligible pupils	19%
Academic years that our current pupil premium strategy plan covers	2024 – 2027
Date this statement was published	1 st September 2024
Date this statement was revised (1)	12 th November 2025
Date for next review	September 2026
Statement authorised by	Rachel Salmons, Headteacher
Pupil premium lead	Rachel Salmons, Headteacher
Governor lead	Teju Akande

2 Funding overview

Detail	Amount
Pupil premium allocation this academic year (2023-2024)	£109,080
Post LAC funding	£2,630
Service pupil premium funding	£1050
Pupil premium (and recovery premium) funding carried forward from previous years	£0
Total budget for this academic year	£112,760

Part A: Pupil premium strategy plan

3 Statement of intent

It is our aim to treat all pupils as individuals to ensure that everyone has the opportunity to achieve their very best whilst at Sonning Common Primary School and also to instil good attitudes towards learning that will last beyond school.

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 take a tiered approach considering three core pillars as recommended by the Education Endowment Foundation (EEF):

- Improving teaching – including professional development and training and support for early career teachers
- Targeted academic support – evidence consistently shows the impact that one to one and small group interventions can have on pupils who are falling behind
- Wider strategies to overcome non-academic barriers to learning – including strategies to boost attendance, improve behaviour and provide social and emotional support.

4 Challenges

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

Challenge number	Detail of challenge
1	Gaining a thorough knowledge of disadvantaged pupils' levels of attainment is the first step in developing an effective pupil premium strategy.
2	Pupil Premium pupils do not statistically achieve as well or make the same rates of progress as pupils who are not Pupil Premium
3	Evidence shows that disadvantaged pupils have been disproportionately impacted by the pandemic. Activity to support those pupils to recover missed learning is an appropriate use of pupil premium funding
4	Pupil Premium Pupils are less likely to experience a broad range of opportunities to help them to develop into well-rounded individuals.
5	Pupil Premium pupils are statistically less likely to attend school in line with attendance rates of non-PP pupils.

5 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 pupils make at least good progress and meet the expected standard at the end of the assessment period	All PP pupils will make at least good academic progress throughout their time at SCPS, and the vast majority will make outstanding progress relative to their starting point
PP pupils benefit from targeted support to meet academic, social, and emotional needs.	Ensure that PP pupils are emotionally well balanced and receive social and emotional support as required.
PP children have positive reading experiences	PP pupils develop a love of reading through a whole-school lively reading culture, and have supported access to a wide range of literature.
PP children understand the importance of mathematics in real life.	PP pupils feel enthusiastic about their Maths learning because they can see its relevance.
PP children attend well.	PP pupils attend at the same frequency as other pupils.

6 Activity in this academic year (2025-2026)

This details how we intend to spend our pupil premium (and recovery premium funding) this academic year to address the challenges listed above.

6.1 Improving Teaching

Budgeted cost: **£52,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Implementation and embedding of new assessment system to monitor progress	The EEF recommend schools target teaching and support by accurately assessing pupil needs. Diagnostic assessment can be used to inform professional judgement about the best next steps, it also makes teaching more efficient by ensuring that effort is not wasted on rehearsing skills or content that a pupil already knows well.	1, 2, 3
Staff to use assessment data to further enhance teaching	The EEF recommend schools target teaching and support by accurately assessing pupil needs. Diagnostic assessment can be used to inform professional judgement about the best next steps, it also makes teaching more efficient by ensuring that effort is not wasted on rehearsing skills or content that a pupil already knows well.	1, 2, 3
<p>Staff training and development:</p> <p>2 x staff to complete NPQ</p> <p>Regular CPD opportunities for all staff, including providing cover</p> <p>Weekly staff training focused on T&L</p> <p>Fortnightly TA training, plus weekly TA reflective space</p>	Making sure an effective teacher is in front of every pupil is key priority for PP.	1, 2, 3

Refinement of performance management process to encourage more reflective practice		
Senior staff have sufficient non-contact time to support other staff to reflect on and improve their professional practice.		

6.2 Targeted academic support

Budgeted cost: **£10,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Targeted teaching of inference in reading for Years 4, 5 & 6, including staff training	The EEF recommend schools provide regular opportunities for pupils to develop metacognition by encouraging them to explain their thinking to themselves and others.	1, 2, 3

6.3 Wider strategies

Budgeted cost: **£50,000**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pupil Premium pupils have access to the extra-curricular activities on offer at SCPS	Pupil Premium Pupils are less likely to take part in extra-curricular activities due to cost.	4
Provide extra swimming to ensure that all PP pupils are able to meet the end of Key Stage 2 PE swimming requirement by the end of Year 6.	Pupil Premium Pupils are less likely to be able to meet the end of KS2 swimming expectation	4
Pupil Premium pupils will have priority to access ELSA and counselling support as needed.	There is evidence that (especially post-pandemic) PP children may have mental health challenges.	5

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Pupil Premium pupils will have priority support with attendance from Pastoral team	Pupil Premium pupils have lower attendance rates and higher rates of persistent absence.	5
Support parents and teaching assistants with their own academic skills, such as through Maths Made Clear project	Staff and parents (working with PP children) have expressed concerns about their own abilities to support their children.	5

Total budget for this academic year	£112,760
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PART B: Review of Outcomes in the previous academic year (2023-2024)

7 Pupil premium strategy outcomes

We have analysed the performance of our school's disadvantaged pupils during the 2022/2023 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments.

Schools are not required to publish their 2022 key stage 2 results as DfE is not publishing this data. This is because statutory assessments returned for the first time since 2019, without adaptations, after disruption caused by the pandemic.

DfE has shared our school's 2023 performance data with us, to help us better understand the impact of the pandemic on our pupils and how this varies between different groups of pupils. COVID-19 had a significant impact on the education system and this disruption affected schools and pupils differently, and because of this, it is more difficult to interpret why the results are as they are using the data alone.

Pupil premium children attainment scores 2024-2025

Detail	PP	School
Meeting expected standard at KS2 Reading	%	88%
Meeting expected standard at KS2 Writing	%	80%
Meeting expected standard at KS2 Maths	%	91%
Achieving high standard at KS2 Reading	%	32%
Achieving high standard at KS2 Writing	%	25%
Achieving high standard at KS2 Maths	%	32%

Pupil premium children attainment scores 2023-2024

Detail	PP	School
Meeting expected standard at KS2 Reading	%	75%
Meeting expected standard at KS2 Writing	%	76%
Meeting expected standard at KS2 Maths	%	85%
Achieving high standard at KS2 Reading	%	41%
Achieving high standard at KS2 Writing	%	29%
Achieving high standard at KS2 Maths	%	32%

Pupil premium children attainment scores 2022-2023

Detail	PP	School
Meeting expected standard at KS2 Reading	58%	76%
Meeting expected standard at KS2 Writing	75%	76%
Meeting expected standard at KS2 Maths	33%	64%
Achieving high standard at KS2 Reading	25%	33%
Achieving high standard at KS2 Writing	9%	31%
Achieving high standard at KS2 Maths	9%	24%

7.1 Service pupil premium funding

How our service pupil premium allocation was spent last academic year
We have no pupils who qualify for service premium
The impact of that spending on service pupil premium eligible pupils
N/A