

# 2025-26 CPMSF 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	393
Proportion (%) of pupil premium eligible pupils	18%
Academic year/years that our current pupil premium strategy plan covers	2025/2026- 2027/2028
Date this statement was published	December 2025
Date on which it will be reviewed	June 2026
Statement authorised by	Mrs Joanna Smith (Interim EHT)
Pupil premium lead	Mrs Claire Vernall (SLT )
Governor / Trustee lead	Mrs Lola Garbett

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£135,640
Pupil premium funding carried forward from previous years	£0
<b>Total budget for this academic year</b>	<b>£135,640</b>

# Part A: Pupil premium strategy plan

## Statement of intent

At Churchdown Parton Manor Schools' Federation we aim that all pupils, irrespective of background will become happy, confident learners enabling them to make good progress across the curriculum. Our Pupil Premium Strategy is planned so that we can support disadvantaged pupils, as well as those who come from Services families, in achieving this goal.

Our primary approach is to ensure quality first teaching through class lessons or small group or individual input. This has been shown to have the greatest impact on pupil progress.

We identify the challenges and needs of each Pupil Premium child through diagnostic assessment and, through Action Plans, My Plans and Pupil Progress meetings, we set targets which will support their learning, whether these be targets to help them achieve age-related expectations or targets to extend and challenge.

We also recognise that there are considerable challenges in this current economic climate which have a huge impact on the mental health and well-being of our pupils and their families, particularly the disadvantaged. We want to support our families in providing the best start we can for their children.

Our Services pupils primarily require social and emotional support during challenging times and the Services Premium is used to help mitigate the negative impact on service children of family mobility or parental deployment.

## Challenges

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

Challenge number	Detail of challenge
1	Attendance of disadvantaged pupils is lower than non-disadvantaged pupils. This impacts on their academic progress.
2	Internal and external assessments show that English and Maths attainment for disadvantaged pupils is below that of non-disadvantaged pupils across all year groups.
3	42% of disadvantaged pupils are also SEND (Dec 2025)
4	Well-being (emotional and social) of disadvantaged pupils is suffering due to the current economic climate.
5	Emotional support needed for Services pupils when parents are deployed or when new to the area

## 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
Improve and sustain attendance of disadvantaged pupils	The attendance of disadvantaged pupils to be in line with non-disadvantaged pupils
Close the gap between disadvantaged and non-disadvantaged pupils in English and Maths	The gap between disadvantaged and non-disadvantaged pupils in English and Maths to be in line the gap nationally
Pupils feel happy and supported at school – focus on supporting their well-being	Pupil conferencing and online survey indicates that PP pupils – including services pupils - feel happy and supported at school

## 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: £52,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Maths scheme 'Can Do' Maths introduced and implemented across the site: fund purchase of package, resources, staff training time and staff release time for closing gap interventions.</p>	<p>'Can Do Maths' scheme has a strong focus on the use of manipulatives geared especially towards the lower ability pupil. The EEF suggest 'manipulatives and representations can be powerful tools for supporting pupils to engage with mathematical ideas'. It also has a strong assessment structure including 'Ready to Progress' tests which provide a coherent, linked framework to support pupils' mastery of the primary mathematics curriculum and small steps ideal for SEND pupils.</p> <p>EEF recommends to 'Develop practitioners' understanding of how children learn mathematics'. CPD will focus on securing basic skills in number and arithmetic skills.'</p> <p>EEF recommends to 'Dedicate time to focus on mathematics each day.'</p> <p>Staff to plan short daily lessons (KS1) and weekly lessons (KS2) to support recall of methods.</p> <p>Raise profile of number bonds in KS1 and Multiplication knowledge in KS2.</p>	2, 3

<p>Reading comprehension scheme introduced and implemented through Y1-6: fund online subscription and accompanying resources</p> <p>Online scheme introduced and implemented through Y1-6: fund online subscription and accompanying resources</p>	<p>EEF suggests that the ‘average impact of reading comprehension strategies is an additional six months’ progress over the course of a year. Successful reading comprehension approaches allow activities to be carefully tailored to pupils’ reading capabilities, and involve activities and texts that provide an effective, but not overwhelming, challenge’.</p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</a></p> <p>Consider the types of spelling error pupils are making to identify appropriate strategies for improving pupils’ spelling. Explicitly teach spellings and provide pupils with extensive opportunities to practice them. Pupils should also practise sentence combining and other sentence construction techniques EEF Improving Literacy</p>	<p>2,3</p>
<p>Employment of part-time outdoor learning support 1:1</p> <p>Employment of SEND Teacher to support teachers and TAs in identifying needs for SEND and Disadvantaged pupils.</p>	<p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment. (EEF SEL)</p> <p>Complement high quality teaching with carefully selected small-group and one-to-one interventions.</p> <p>Interventions should be carefully targeted through identification and assessment of need. ( EEF SPECIAL EDUCATIONAL NEEDS IN MAINSTREAM SCHOOLS.)</p>	<p>4</p> <p>2,3</p>

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

Budgeted cost: £64,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Individual small group tuition with trained TAs to address areas where pupils are not on target particularly in early phonics and reading (Little Wandle interventions) and maths mastery (Can Do Maths interventions) (largely SEND pupils)</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks:</p> <p><u><a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></u></p> <p>A high level of success should be required before pupils move on to new content – it is crucial to monitor and communicate pupil progress and to provide additional support for pupils that take longer to reach the required level of knowledge.</p> <p>(Mastery Approach EEF)</p>	<p>2,3</p>
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £19,340

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Working group to improve attendance across the site (HT, Attendance officers)</p>	<p>Central to raising standards in education and ensuring all pupils can fulfil their potential is an assumption so widely understood that it is insufficiently stated – pupils need to attend school regularly to benefit from their education (DfE)</p>	<p>1</p>
<p>On-going support for well-being of pupils and their families: funding for milk, trips/ residential trips as necessary, swimming subsidy, before/ after school care as necessary, emergency transport payments</p> <p>ELSA and Drawing and Talking led support for emotional and social well-being</p> <p>Trial implementation of 'My Happy Mind'. NHS</p>	<p>Research evidence shows that education and health are closely linked.<sup>1,2</sup> So promoting the health and wellbeing of pupils and students within schools and colleges has the potential to improve their educational outcomes and their health and well-being outcomes (PHE)</p>	<p>4</p>

supported Mental Health Scheme		
Support for Service children and their families: Drawing and Talking ELSA led nurture group for social/ emotional support; parent group and individual support as necessary	Deployment and separation may have a significant impact on a pupil's behaviour and learning and on their emotional and social well-being (SCiSS)	5

**Total budgeted cost: £135,640**

## Part B: Review of the previous academic year

### Outcomes for disadvantaged pupils

#### Outcome 1: Improve attendance of disadvantaged pupils

Attendance of disadvantaged pupils 24-25 was 88.88% ( Infants) and 91.07% ( Juniors) compared with non-disadvantaged at 94.71% ( Infants) and 95.17% Juniors.( Data July 2025)  
 The gap for the infants is 5.83% (2.42% in 23-24)  
 The gap for the juniors is 4.1% (3.92% in 23-24)  
 To close the gap will continue to be a high priority supported by the attendance working group.

#### Outcome 2: Close the gap between disadvantaged and non-disadvantaged pupils in English and Maths

##### Key Stage 1

2025 results	Year 1 Phonics screening	By the end of KS1 phonics screening
Disadvantaged pupils 11 pupils 6 SEND 55%	45%	64%
Non-disadvantaged pupils	78%	80%

##### Key Stage 2

2025 results	Reading	Writing	Maths
Disadvantaged pupils ( 23 pupils of whom 6 were SEND)	58%	42%	42%
Non-disadvantaged pupils	73%	68%	63%

At KS1 the gap between the disadvantaged pupils and non-disadvantaged pupils achieving end of KS1 phonics screening has widened compared to 2024. However, the number of disadvantaged pupils with SEND has increased compared to 2024.

AT KS2 the gap between disadvantaged and non-disadvantaged has closed in Reading and Writing and Maths compared with 23-24 results.

#### Outcome 3: Ensure that SEND pupils eligible for FSM are identified and make expected progress

All pupils eligible were identified and were in receipt of FSM. 36% of disadvantaged pupils were also SEND which equates to 6% of the school being both FSM and SEND.

Progress in KS1 for FSM/SEND (14 pupils):

1 child made more than the expected progress in reading.

2 children made more than the expected progress in maths.

Progress in KS2 for FSM/ SEND (24 pupils):

9 pupils did not make expected progress in either reading or writing or maths.

By the end of KS2 (Y6 only) 1 pupil did not make expected progress in reading, writing and maths and 1 pupil in maths (of 6 pupils)

**Outcome 4: Pupils enjoy their time in school; they are confident and feel supported**

The most recent Online pupil survey (2024) indicate that junior pupils are satisfied with their life (72%), and they feel safe (79%). These figures are in line with county results. Pupil conferencing with infant pupils indicated a similar picture.

Families were supported financially with trips and visitors, swimming, residentials, milk, before/after-school care and emergency food and transport costs.

The school has introduced ‘ My Happy Minds’ an NHS backed scheme supporting mental health and pupil well-being. This is a trial which may be implemented further following successful outcomes. The NHS National Impact Report 2024 for ‘My Happy Minds’, stated there was a 67% decrease in children requiring SENCo support.

**Outcome 5: Improve outcomes for disadvantaged pupils in Reception**

Outcomes in Literacy and Maths for disadvantaged pupils in Reception were wider to non-disadvantaged this year than 2024.

2025 results	Comprehension	Word reading	Writing	Number	Numerical patterns	GLD
Disadvantaged (7 pupils, 2 are SEND)	71%	71%	71%	86%	86%	71%
Non-disadvantaged	79%	79%	72%	86%	81%	67%

## Service pupil premium funding

**How our service pupil premium allocation was spent last academic year**

The Services lead works with pupils and their families, running a nurture group for pupils and workshops for special events. Pupils are also given ELSA 1-1 support sessions if there are specific individual needs. Younger children are visited in class and the ELSA lead liaises with the teacher so any concerns can be addressed. Services children are supported with the cost for residential trips.

The lead maintains close contact with families when a deployment is imminent and throughout the period. Ensuring the appropriate staff are aware of home circumstances and offering support as necessary.

Pupils have a scrapbook and bear to record their activities. Pupils from overseas families are encouraged to share their background.

**The impact of that spending on service pupil premium eligible pupils**

Teachers observed improvements in well-being amongst service children. Parents reported that specific pupils feel settled and supported at school.

Parents reported that they feel supported when there is deployment within the family.