

ST NEOT SCHOOL PUPIL PREMIUM STRATEGY 2025/26
ALLOCATION £20,585 (Ever6 x 7 x £14,275, Service x 4x £1,050, PLAC x 2 x £5,260)

Pupil Premium Co-ordinator- Improvement Planning, Provision Mapping, Learning Quality Assurance and Impact Assessment: Sam Bowden
Pupil Premium Governor: Mr Phil Sumner

The Pupil Premium is allocated to schools with pupils on that are known to be: • Eligible for free school meals either now or at any time in the last 6 years (Ever 6).
• Children of service personnel • Children in local authority care

At St Neot School we believe that all pupils have the right to aspire to excellence and in so doing achieve their academic potential. We recognise that some groups of pupils need support to achieve this and aim to ensure that the targeted and strategic use of Pupil Premium funding will support us in enabling all to succeed.
Our Pupil Premium provision will be aimed at accelerating progress so the vast majority of PP pupils leave the school at, or above, the national average. We also aim for every child to make progress that is good or better, so that they leave having made at minimum 2 levels of progress from KS1 to KS2. The annual achievement of PP pupils at St Neot will be measured against the annual national achievement benchmarks of non-PP pupils.
Funding will also be used to develop high aspirations for the future so that children can continue to succeed.
Our provision has been informed by the latest DfE guidance, 'Pupil Premium-effective use and accountability' – published October 2019.
The PP policy and leadership of PP provision and impact is the responsibility of the Governing Board and the Headteacher. It will be monitored as an item in the termly Head's Report to Governors.

Pupil Premium Key Progress and Impact Indicators

Progress and Impact indicators	2021-22	2022-23	2023-24	2024-25
Improvements identified in School Development Plan	A sequential, broad and balanced curriculum has provided children with skills, knowledge and understanding across the age range. Children are well prepared for the next stage in learning.	The broad, balanced curriculum has enabled pupils to engage in sequential, progressive learning. Children show understanding and retention of what is taught.	Pupils have engaged in learning, showing a good understanding of the curriculum taught, this is shown in book scrutiny and subject monitoring.	A robust school development plan shows that pupils make good/better progress across the curriculum and engage in lessons. Retention is part of each lesson as well as developing vocabulary. Staff follow set lesson designs using Rosenshine's Principles.
Early intervention to enhance progress	Catch-up developed skills, knowledge and understanding. Extra TA support in lessons has ensured all pupils have met or exceeded targets.	Catch up and tutoring has helped to secure knowledge and understanding for those identified as working below expected standards.	Pupils have received catch up and extra classroom intervention in classrooms to develop skills and understanding	Staffing within the classroom supports learners, intervention embeds learning. Pupils are monitored using Sonar. Assessments show good and better improvement.
Resources engage and motivate pupils	Stimulating resources purchased have a positive impact as demonstrated	The purchase of SSP and training has enabled teaching with total confidence following the same sound order	Resources purchased have effectively developed skills especially in science and	Resources are purchased based on pupils needs. These include maths resources to build on previous knowledge

	through book scrutiny and lesson observations	throughout Nursery and Reception and early weeks of Year 1.	humanities. CPD has develop the skills of staff.	and gain a better understanding of topics taught.
Enrichment to raise aspirations	Enrichment through a diverse range of approaches enriches individual school experience. Gifted and Talented engage in meaningful learning, giving them opportunities to explore and use their imaginations	Gifted and talented pupils are stimulated and stretched through enrichment opportunities. Through meaningful learning pupils develop cognitively engaging in mastery.	Enrichment opportunities within the classroom support and extend learning. Book scrutiny shows development in mastery.	Opportunities are offered for pupils to engage in challenging tasks. This improves resilience and self-awareness. Pupils are becoming more confident in problem solving and reasoning. Pupils have opportunities to learn outside classroom.
Increased classroom support improves achievement	Opportunities for children to develop skills and understanding through TA support and guidance. Pupil conference report this to be both supportive and helpful	TA's support and guide learning to develop pupils' skills and understanding of concepts taught. Early identification of mis concepts ensure support is given effectively.	Each class has two TA in the morning and one in the afternoon. This is to ensure support is given to those who need it and extend learning for those of higher ability.	Support in class enables pupils to address misconceptions and identify areas where support is needed. This informs planning and adjustments are made to support all pupils.
Improved attendance, behaviours and links with families	Good overall attendance has been maintained. Behaviour is exceptional, children are encouraged to make positive choices about their conduct. A holistic approach to learning with open channels of communication has benefited the child, parents and staff.	Attendance is really good. Behaviour continues to be exceptional, this has been identified by both parents and pupils. Holistic development to learning emphasises the importance of the psychological well-being of children connecting them with the world around them.	Attendance has been good throughout the year but due to viruses, illness, hospitalisation and injuries, it has been slightly lower than previous years.	Attendance is above the national threshold of 90% and those that fall below the school threshold of 95% have received letters. An attendance support plan is in place for those well below the threshold.

Summary of Pupil Premium Improvement Spending Intentions

Outline Plan
To target selected groups of pupils to ensure a personalised curriculum offer
Wider life and learning experiences engage and motivate pupils
Resources and learning
Instrumental lessons have a positive outcome
Learning experiences widen pupils' knowledge

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Teachers are upskilled to support and develop learning
Improvement in healthy lifestyles

Provision Map for Academic Year 2025-26

AREA	IMPROVEMENT FOCUS	PROVISION	STAFF	TARGET GROUP	SUCCESS CRITERIA	BUDGET	SUSTAINABILITY
1. Pupil progress	Targeted progress support across the curriculum	<ul style="list-style-type: none"> Dedicated learning support providing targeted teaching according to child needs Co-ordinated and prioritised with class teachers each week Reference – File – PP Records Administration of pupil premium funds Intervention to support attainment TA support in each classroom to support small groups 	<p>Teacher 0.16 (2 afternoons)</p> <p>Teaching Assistant (569 hours per year at £12:60 per hour)</p> <p>Admin staff (0.5 hour per week)</p>	All	<p>-improved annual progress</p> <p>-improved termly progress, performance tracked</p> <p>- improved social and emotional development</p>	<p>£9444</p> <p>£7169.40</p> <p>£468</p> <p>=</p> <p>£17,081.40</p>	<p>-Retention of pupils increased</p> <p>-improved termly progress, performance tracked</p> <p>- pupils are able to use strategies to develop self-managing strategies</p>
2. Curriculum enrichment opportunities	<p>Facilitate wider life and learning experiences.</p> <p>Enrich experiences outside the classroom</p> <p>Global Awareness</p>	<p>Access to:</p> <ul style="list-style-type: none"> Extended enrichment opportunities including visitors Gifted and Talented pupil courses 	Co-ordinated by Head Teacher	Available to all	<p>-engage and motivate pupils</p> <p>-access to enrichment for all guaranteed</p> <p>-learning experiences out of the classroom widen the pupils' knowledge and develop self-confidence</p> <p>-positive impact on self confidence</p>	£150	<p>-improved annual progress</p> <p>-improved termly progress, performance tracked</p> <p>-learning experiences out of the classroom widen the pupils' experiences, widen the pupils' knowledge and develop self-confidence</p> <p>- Using research from around the world, <i>Every Experience Matters</i> provides evidence that</p>

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							children engaged in outdoor learning: <ul style="list-style-type: none"> • attain higher levels of knowledge and skills • improve their physical health and motor skills • socialise and interact in new and different ways with their peers and adults • show improved attention, enhanced self-concept, self-esteem and mental health • change their environmental behaviours and their values and attitudes
3. Improved resourcing for group learning	Engage and motivate pupils through access to exciting learning technology and reading resources	<ul style="list-style-type: none"> • Update mobile ICT resources including iPads • Resources for Computing 	Co-ordinated by ICT/ Literacy Co-ordinator	All	-engage and motivate pupils -access to high quality learning resources established -access to an extended curriculum	£494	-engage and motivate pupils -access to high quality learning resources established -access to an extended curriculum
4. Instrumental music lessons	Extend learning experiences	Access to: <ul style="list-style-type: none"> • Guitar/drum/keyboard lessons 30 sessions a year • Hire of instruments 	Co-ordinated by Head Teacher	Available to all from Y2	-progress with a musical instrument -ability with a musical instrument positively impacts on general learning skills	Lessons 2 children x £399	-progress with a musical instrument -ability with a musical instrument positively impacts on general learning skills
5. Reading resources and specific resources	Increase reading/writing attainment. Learning is developed through	<ul style="list-style-type: none"> • Reading resources • Resources enrich education • Learning is stimulated 	Head teacher Staff	All	-improved access to reading resources which assist in raising of standards -to enhance learning experiences inside the classroom to widen the	£100	-improved access to reading resources which assist in raising of standards -learning experiences are engaging

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	visual, audio and kinaesthetic means				pupils' skills and understanding		
6. Wrap around care and homework Support	Enable access to educational experience out of the curriculum and support with homework	<ul style="list-style-type: none"> Riverside Club-after school child care and homework support Activities are linked to curriculum provision 	Riverside Club Staff	Available to all two sessions per week	-learning experiences out of the classroom widen the pupils' knowledge and develop self-confidence -positive impact on attainment	2 sessions x 38 weeks x£3 per session £2052	-learning experiences out of the classroom widen the pupils' knowledge and develop self-confidence -positive impact on attainment
7. Training	Staff CPD is current and relevant	<ul style="list-style-type: none"> Staff have a clear understanding of terminology Effective lessons are taught Progress in phonics continues to exceed national average 	All staff	All pupils	-Staff are able to identify readers that are struggling and support these pupils -Develop and approach to teaching reading <ul style="list-style-type: none"> High frequency words are taught effectively and pupils are able to read these Synthetic phonics is taught effectively and pupils make good reading progress Whole word reading. Pupils are more confident in reading words that are repeated in books 	£450	-CPD for staff -engage and motivate pupils -awareness for all staff -reading across the school is in line with national expectations
8. Milk/Fruit-school food plan	To enhance learning through healthy lifestyle	<ul style="list-style-type: none"> Provision of milk and fruit for PP children. 	Staff	Individual	Children understand the necessity to lead a healthy lifestyle to help them learn	£50	-Healthy lifestyles are promoted through daily drink of milk
TOTAL PLANNED BUDGET SPEND						Approximately £20,726.40	

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SERVICE CHILDREN

AREA	IMPROVEMENT FOCUS	PROVISION	STAFF	TARGET GROUP	SUCCESS CRITERIA	BUDGET	SUSTAINABILITY
1. Wrap around care and homework support	Enable access to educational experience out of the curriculum and support with homework	<ul style="list-style-type: none"> Breakfast Club Riverside Club-after school child care and homework support Activities are linked to curriculum provision 	Breakfast and Riverside Club Staff	Two sessions per week	-learning experiences out of the classroom widen the pupils' knowledge and develop self-confidence -positive impact on attainment -Service children are provided with after school care allowing parent to work, giving financial stability	£410	continuous -learning experiences out of the classroom widen the pupils' knowledge and develop self-confidence -positive impact on attainment
2. Pupil progress	Targeted progress support across the curriculum	<ul style="list-style-type: none"> Dedicated learning support providing targeted teaching according to child needs Co-ordinated and prioritised with class teachers each week Reference – File – PP Records Administration of pupil premium funds Booster tuition to support attainment at Y6 	Teachers Teaching Assistants	Interventions	Service children	£600	-improved annual progress -improved termly progress, performance tracked continuous
TOTAL PLANNED BUDGET SPEND						£1010	

Appendix A

OFSTED guidance for successfully maximising achievement	OFSTED guidance on unsuccessful spending
<ol style="list-style-type: none"> 1. Carefully ring-fenced funding so that they always spent it on the target group of pupils 2. Never confused eligibility for the Pupil Premium with low ability, and focussed on supporting their disadvantaged pupils to achieve the highest levels 3. Thoroughly analysed which pupils were underachieving particularly in English and maths and why 4. Drew on research evidence (such as the Sutton Trust toolkit) and evidence from their own and others experience to allocate the funding to the activities that were most likely to have an impact on improving achievement 5. Understood the importance of ensuring that all day-to-day teaching meets the needs of each learner, rather than relying on interventions to compensate for teaching that is less than good 6. Allocated their best teachers to teach intervention groups to improve mathematics and English 7. Used achievement data frequently to check whether interventions or techniques were working and made adjustments accordingly, rather than just using the data retrospectively to see if something had worked 8. Made sure teaching assistants were highly trained and understood their role in helping pupils to achieve 9. Systematically focussed on giving pupils clear, useful feedback about their work and ways they could improve it 10. Ensured that class and subject teachers knew which pupils were eligible for the PP so that they could take responsibility for accelerating their progress 11. Ensured that a designated senior leader had a clear overview of how the funding was being allocated and the difference it was making to the outcomes for pupils 12. Had a clear policy on spending the PP agreed by governors and publicised on the school website 13. Provided well targeted support to improve attendance, behaviour or links with families where these were barriers to a pupil's learning 14. Had a clear and robust performance management system for all staff, and included discussions about pupils eligible for the PP in performance manage meetings 15. Thoroughly involved governors in the decision making and evaluation process 16. Were able, through careful monitoring and evaluation to demonstrate the impact of each aspect of their spending on the outcomes for pupils 	<ul style="list-style-type: none"> • Had a lack of clarity about the intended impact of the spending • Spent the funding indiscriminately on teaching assistants with little impact • Did not monitor the quality and impact of interventions well enough, even where other monitoring was effective • Did not have good performance management system for teaching assistants and other support staff • Did not have a clear audit trail for where the funding had been spent • Focussed on pupils attaining the nationally expected level at the end of the Key Stage but did not go beyond these expectations so some more able eligible pupils underachieved • Planned their PP spending in isolation rather than with other planning e.g. improvement planning • Compared their performance to local rather than national data, which suppressed expectations if they were a low performing local authority