Pupil premium strategy statement

This statement details our school's use of pupil premium for the 2026 to 2027 academic year) 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	Little Melton Primary
Number of pupils in school	119
Proportion (%) of pupil premium eligible pupils	9.2
Academic year/years that our current pupil premium strategy plan covers	2026-27
Date this statement was published	1.12.26
Date on which it will be reviewed	1.12.27
Statement authorised by	Alex Pritchard
Governor / Trustee lead	John Lawrence

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£22,825
Services premium funding allocation	£360
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£23,610

Part A: Pupil premium strategy plan

Statement of intent

What are your ultimate objectives for your disadvantaged pupils?

That all disadvantaged pupils make academic and social progress across the school that is **at least as good as their peers**, and that they leave school as well-rounded, considerate and happy individuals- in line with **our school vision and ethos**.

How does your current pupil premium strategy plan work towards achieving those objectives?

By **identifying key barriers** to success for children and seeking to put in place pragmatic and effective solutions to overcome them, utilising our school context and resources.

What are the key principles of your strategy plan?

That all of the children are **unique individuals** and that to best support them we must look at individual strengths, weaknesses and characteristics and further be able to offer support to emotional and mental wellbeing where needed.

Further, that **early intervention** is most likely to be effective and that speech and language and the acquisition of early reading skills as quickly as possible are likely to have the most significant impact on long term academic attainment.

Challenges

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

Challenge number	Detail of challenge
1	There is a high coincidence of SEND and PP children across the school (45%). This means that individualised SEND approaches are needed to accelerate progress for many of these children. The overall average attainment of disadvantaged children is also therefore lower than non-disadvantaged.
2	Numbers of children receiving PP are relatively low, and their home contexts vary widely. There is a need for an individual approach for each child. The annual pupil voice survey of PP children also indicates a range of different personal 'barriers' perceived 'in-school'

3	Some children, due to financial circumstances, are not able to access, the opportunities provided for other pupils
4	Some PP children have poorer vocabulary and lack general knowledge and this can impede their progress in both reading and writing.
5	Some PP children receive significantly less support at home with homework including reading.

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
Increase the rate of progress in early reading for 'disadvantaged children' across Early Years and Key Stage One	● Analysis of achievement data indicates that progress of 'disadvantaged' children is at least as rapid as their peers in phonics
Increase the rate of progress in Maths and English for 'disadvantaged children' in all key stages	● Analysis of achievement data indicates that progress of 'disadvantaged children' is at least as rapid as their peers in Maths and English.
Provide high quality and sustainable early intervention for children in early years, KS1 or KS2 with speech or language difficulties to allow all children to make good progress socially and academically.	● All children with identified speech or language issues are given good quality support so that achievement data and 'soft indicators' show that progress is good.
Fill gaps caused by financial issues to allow all children to participate in extracurricular opportunities regardless of family income	● All children are able to access extracurricular activities, and pupil voice interviews and other 'soft indicators' show that they are happy and aspirational
Provide support for children with their emotional wellbeing to allow them to enjoy school life and be successful and aspirational	● Pupil voice interviews and other 'soft indicators' show that they are happy and aspirational ● Attendance data is at least equal to the national average for 'disadvantaged' children

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: £ 1,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Early Reading/Phonics CPD and Resources Investment in 'Little Wandle for Letters and Sounds' Phonics SSP- including ongoing whole staff CPD, support for parents and ongoing resources. Additional ongoing purchase of high quality picture books to develop early love of literature in pre-readers- and where some disadvantaged children may not have access to at home.	• EEF Small group tuition (+4 months) • EEF Phonics (+4 months)	*1 & 5*
Teacher CPD- Professional Networks Investment in release time and training to allow key subject/phase leads to participate in VNET networks on a termly basis in each of the core and foundation subjects. These are collaborative and have a focus on sharing best practice, resources and discussing latest developments. Teachers also to participate in termly VNET or LA network meetings in Maths, English and Early Years.	• EPI Annual Report (2018) Crenna-Jennings (Note: Extensive research that improved quality of teaching is most effective in supporting all children, but will disproportionately benefit those with less support or access to educational resources at home.)	1 & 5

Ongoing investment in Norfolk Steps Training and Child Therapy Service Hub to develop staff knowledge in supporting children with additional needs		

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

Budgeted cost: £18,696

Activity:	Evidence that supports this approach:	Challenge number(s) addressed
Small class sizes- Key Stage 1 Investment in additional teacher in mornings at KS1 to allow for single year group teaching	• EEF Reduce class sizes (+2 months)	1
Small group support Reading and maths boosters flexibly organised daily across the school in all classes. Investment in TA provision allows this- highly valued in mixed-age classes. Groupings regularly reviewed and linked to identified gaps in learning, Progress data evaluated at the end of each termly cycle.	• EEF Small group tuition (+4 months) • EEF Teaching Assistant interventions (+4 months)	1

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

Budgeted cost: £ 3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Bespoke Individual Support	• EEF Social and Emotional Learning (+4 months)	1,2 &3

Funding given to learning resources identified in annual pupil and staff voice audit- reviewed termly (eg Kindles with favourite books) SEND budget separately used to support with specific interventions. Financial support to access extra-curricular activities (eg visits, music or sport) or to support attendance (emergency taxi) or emotional wellbeing (school uniform, footwear)		
Investment in new Sensory Room and Sensory Garden Resources allocated to provide additional facilities for children with sensory needs	• EEF Social and Emotional Learning (+4 months)	
Support for Emotional Wellbeing PP children prioritised for support - including play therapy, parenting support, counselling through our school mental health first-aiders (one also 'play therapy' trained.)	• EEF Social and Emotional Learning (+4 months)	2

Part B: Review of outcomes in the previous academic year

July 2026

KS2 SATS (2 pupils)

One achieved EXP + in all subjects and GD in Reading, writing & SPG.

One achieved EXP or borderline EXP in all subjects.

Years 3-5 (6 pupils 3 SEND)

Currently four of six are on track for EXP+ in all subjects. Pupil voice positive.

Significant behaviour improvements in one child who has received significant pastoral support at school and home.

KS1 (3 pupils, 2 SEND)

SEND and family support- achieved EXP in Maths and Reading.