

# Callowell Primary School

## Pupil Premium Strategy 2025/26

### School overview

Detail	Data
Number of pupils in school	111
Number of pupil premium pupils	25
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended – you must still publish an updated statement each academic year</b> )	2025-26
Date this statement was published	November 2025
Date on which it will be reviewed	November 2026
Statement authorised by	SDB
Pupil premium lead	J Roberts
Governor / Trustee lead	C Chancellor

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£42,000
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> <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>	£42,000

## Part A: Pupil premium strategy plan

### Statement of intent:

At Callowell, we are committed to ensuring that no child misses school because of financial hardship. We strive for every member of staff to understand and respond to the unique challenges faced by disadvantaged families. Through early identification and timely intervention, we aim to remove barriers to learning and provide equitable opportunities. Our ultimate goal is for all disadvantaged pupils to leave Callowell confident and proficient in reading, writing, maths, and oracy—fully prepared for the next stage of their education.

### Challenges

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

Challenge number	Detail of challenge
1	Attendance
2	Early identification of need and targeted support
3	Reading - reducing the attainment gap
4	Broadening Experience – cultural capital

### 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
<b>In school every day</b> Improve attendance rates for Pupil Premium pupils through targeted strategies and sustained monitoring	Pupil Premium attendance improves by at least 2% compared to the previous year. Target 95%+ Persistent absence among Pupil Premium pupils reduces All targeted families receive regular attendance support and engagement
<b>Early Help</b> Identify emerging need early through screening, observations, and proactive engagement with families to ensure timely support	All disadvantaged pupils- as part of a wider strategy- are screened and observed within first term to identify any emerging needs and implement support.

	<p>Records of family engagement are completed for identified disadvantaged pupils.</p> <p>Support plans are in place for every disadvantaged pupil showing particular need ( academic and social)within four to six weeks of identification</p>
<p><b>Reading is the key</b></p> <p>Raise standards in reading outcomes across all year groups through high-quality teaching, targeted interventions, and consistent monitoring.</p>	<p>The percentage of pupils achieving age-related expectations in reading across the school increases by at least 10% compared to the previous year. (65% target)whole school</p> <p>All identified pupils receive targeted reading interventions and show measurable progress in termly assessments.</p> <p>Whole-school reading progress is tracked and reviewed at least once per term, with actions implemented where gaps remain.</p>
<p><b>Personal Development &amp; basic needs</b></p> <p>Ensure Pupil Premium pupils have access to essential resources (uniform, stationery, books) and opportunities to develop skills and interests beyond the classroom</p>	<p>100% of Pupil Premium pupils have the required uniform, stationery, and basic learning resources at home by the end of the first term.</p> <p>The majority of Pupil Premium pupils participate in at least one enrichment activity or club each term.</p> <p>Regular monitoring shows no Pupil Premium pupil is prevented from attending school due to lack of essential resources.</p>

## 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.

## Raising standards in Teaching

Budgeted cost: £38,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics work with Mangotsfield English Hub	High-quality teaching is the most powerful lever for improving pupil outcomes and closing the attainment gap. The Education Endowment Foundation (EEF) highlights that excellent classroom	2 & 3

<p>GLOW maths partnership</p> <p>Speech &amp; Language training</p> <p>Walk thru- cycle of CPD- developing oracy</p> <p>LIFTschools- brokered support (EYFS)</p>	<p>practice benefits all pupils but has the greatest impact on those who are disadvantaged. Investing in teacher development—through structured lessons, adaptive teaching, effective assessment, and metacognitive strategies—ensures that every child can access a rich curriculum and make strong progress. For this reason, our Pupil Premium strategy prioritises improving teaching as the foundation for raising standards before additional interventions or wider support are considered.</p> <p>Evidence from the Education Endowment Foundation (EEF) indicates that oral language interventions exert a significant positive effect on pupil attainment, particularly in relation to literacy and overall academic progress</p> <p>The Sutton Trust (2024) underscores the critical importance of developing oracy skills, particularly for pupils from disadvantaged backgrounds, as a means of enhancing educational equity and improving life chances</p>	
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## Targeted academic support

Budgeted cost: £1000 – resources

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Early identification of need using</p> <p>EASI pack screeners and observation</p> <p>GCC readiness for school – observational analysis tools</p> <p>Thrive for wellbeing and tracker</p> <p>WALK thru materials</p>	<p>Research consistently shows that high-quality early intervention in the preschool years has a profound impact on later outcomes.</p> <p>Studies demonstrate that children who receive early support are more likely to achieve age-related expectations, graduate from school, and avoid persistent absence or special educational needs later on.</p> <p><b>EEF (Education Endowment Foundation)</b> confirms that early language and literacy interventions significantly boost attainment, particularly for disadvantaged pupils.</p>	2 & 3

Little Wandle fluency interventions	<p>EEF Toolkit ranks early intervention and parental engagement as high-impact strategies for disadvantaged children.</p> <p>Intensive, structured reading tutoring leads to measurable gains, with 88% of students showing improvement</p> <p>Evidence-based approaches, including targeted reading programmes, are among the most effective strategies for improving outcomes for socio-economically disadvantaged children.</p>	
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## Wider strategies- attendance, wellbeing & opportunity

Budgeted cost: £3,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Attendance champions  Wellbeing tracking  Forest School  Sports opportunities  Experience subsidies	<p>Department for Education (DfE) research shows a strong link between attendance and attainment:</p> <p>At Key Stage 2, pupils with 95–100% attendance are 1.3 times more likely to reach the expected standard in reading, writing, and maths than those attending 90–95%. Missing just 10 days in Year 6 reduces the likelihood by around 25%.</p> <p>Evidence from Pro Bono Economics (PBE): A 2025 report highlights that low wellbeing and lack of school belonging strongly correlate with poor attendance.</p> <p>Children's Wellbeing and Schools Bill 2025: The Bill highlights that mental health and emotional wellbeing are critical for consistent attendance and academic success.</p> <p>"Designed to be Unfair" (2024) report: The Childhood Trust's 2024 report, <i>Designed to be Unfair</i>, highlights the profound impact of poverty on educational outcomes and reduced school engagement. These factors contribute to lower attendance, higher</p>	1

	exclusion rates, and persistent attainment gaps.	
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**Total budgeted cost: £42, 000**

## Part B: Review of the previous academic year

### Challenge 1: Phonics outcomes - Reading attainment

Language and communication remain a key priority for preschool pupils, with staff re-prioritizing activities and increasing time dedicated to developing communication skills. While most children are meeting milestones outlined in *Development Matters*, significant work is still needed, particularly in strengthening early screening and enhancing staff training. A recent observation highlights that many preschoolers struggle to maintain focus for extended periods, indicating an additional area for attention. Continued emphasis on language development, alongside strategies to improve attention and targeted professional development, will be essential moving forward.

Catch-up intervention had a significant impact, resulting in a 100% pass rate within a small cohort, which was a notable success. However, across the school, a reading deficit persists, with the proportion of pupil premium pupils achieving the expected standard (EXS+) in reading at the end of the year remaining lower than that of non-pupil premium pupils.

#### **The attainment challenge:**

Pupil reaching the expected standard in reading:

Pupil Premium EXS + 2024/ 25 whole school 53% higher standards only 5% (1 child)

Non pupil premium EXS+ 2024/25 64% - Higher standard 16%

At the end of 2024/25 a gap of -11 % in reading

At the end of 2025 this gap varied by year group, with the largest disparity observed in Year 5 ( current year 6) and the smallest in Year 2 ( current year 3). Addressing this ongoing gap will require targeted strategies to support disadvantaged learners and close the attainment difference in reading.

KS2 SATs outcomes were significantly influenced by a very small cohort of five pupil premium pupils. Of these, three achieved the expected standard (EXS) in reading and writing, two reached EXS in maths, and only one pupil met the expected standard across all three subjects combined (20%). This highlights the disproportionate impact of small cohort sizes on overall performance data but illustrates the need to continue strengthening attainment of disadvantaged pupils across all core subjects.

#### **Phonics**

A strong focus on phonics and early reading contributed to strong phonics outcomes, with Little Wandle being implemented with fidelity and recognised for its success by the Mangotsfield English Hub. All pupil premium pupils passed the screen.

### Challenge 2 – learning behaviours – self exiting

At the start of 2024, overall standards of behaviour across the school were a significant concern. Disruption was evident in all classes, with the greatest impact observed in upper Key Stage 2.

A number of pupils were frequently leaving lessons without permission and, on occasion, refusing to follow staff instructions. This pattern of behaviour had a detrimental effect on the learning environment and was negatively impacting pupil progress across the school.

Improving behaviour was a major focus for 2024/25, with significant effort placed on establishing consistent routines and creating a calm and ordered environment in which to learn. While these improvements have been sustained for a year, learning behaviours remain a priority, especially in achieving the right balance between continuous provision and formal learning across KS1 and Year 1.

Over the autumn term, incidents of self-exiting, particularly in Years 5 and 6, began to decline and continued to improve throughout the year, reducing from an average of around 20 per week to just one or two by the summer. This significant improvement reflects the impact of consistent behaviour strategies and remains a key focus for sustaining a positive learning environment.

### Challenge 3: Attendance

A significant amount of work has gone into understanding the barriers to attendance for pupil premium families and building strong relationships to both support and challenge where needed. While the overall trend for pupil premium attendance is upward, progress has been slow, and this remains a key priority. Since September 2024, the school has intensified efforts to support this group, ensuring attendance improvement strategies are embedded and consistently applied. While the school is pleased with the progress made, the clear link between attendance and standards means that sustaining this improvement will remain a key priority for 2025/26.

#### Pupil Premium Attendance 2024/25

	2023-24	2024/ 25 term 1	2024/25 term 2	2024/35 term 3	2025/26 term 1
Pupil Premium	91.2%	92.6%	93.4%	93.4%	94.3%
Non Pupil Premium	93.6%	93.6%	94.9%	94.8%	94.2%
Gap	-2.4%	-1.3%	-1.2%	-1.4	+0.1