FRANCES OLIVE ANDERSON

Church of England (Aided) School

'Being different, Belonging together'

Pupil Premium Strategy Statement

September 2025

This statement details our school's use of all 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 the effect that last year's spending of pupil premium had within our school.

School Overview

Detail	Data
School name	Frances Olive Anderson C of E Primary School
Number of pupils in school	180
Proportion (%) of pupil premium eligible pupils	36%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended)**	2025-26 with a review of 2024-25 spending
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026

Statement authorised by	
Pupil premium lead	Sarah Woolley
Governor / Trustee lead	Mrs Angie Waplington

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year (May 24-May 25 financial year)	£87,320.00
Recovery premium funding allocation this academic year	
Pupil premium funding carried forward from previous years	£5,500
Total budget for this academic year	£92,870.00

Part A: Pupil premium strategy plan

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. Research conducted by EEF should then be used to support decisions around the usefulness of different strategies and their value for money.

Common barriers to learning for disadvantaged children, can be less support at home, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no "one size fits all".

Our ultimate objectives are:

To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.

For all disadvantaged pupils in school to make or exceed nationally expected progress rates.

To support our children's health and wellbeing to enable them to access learning at an appropriate level.

We aim to do this through:

Ensuring that teaching and learning opportunities meet the needs of all the pupils

Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed

When making provision for socially disadvantaged pupils, we recognise that not all pupils who receive free school meals will be socially disadvantaged

We also recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.

Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

Achieving these objectives:

The range of provision the Governors consider making for this group include and would not be inclusive of:

Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.

Investment in quality TA support in all classes. Allowing for on the spot intervention and challenge, thus improving opportunities for effective teaching and accelerating progress – moving into 2025-26, funding cuts, pay rises and more complex needs have had a negative impact on this.

Small group and 1:1 interventions based on need following Pupil Progress reviews (6 times a year)

Additional teaching and learning opportunities to be enhanced by providing WOW experiences and enabling all pupils to access trips and additional experiences bought in for the pupils.

Funding to provide high quality cover to allow subject leaders to have non-contact time to ensure the monitoring and evaluation schedule can be implemented and actions taken in light of this to ensure impact is positive for all learners – however not fully funded pay rises has had a massive negative impact on this.

Investment in a strong pastoral team with TA support for all pupils to overcome any barriers to learning which may also impact on the class

Investment in The Specialist Teaching Team to provide detailed assessments and identify needs to be addressed on an individual basis if progress is not being made as expected.

Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils. We also asked for pupil voice to ascertain needs.

Challenge number	Detail of challenge
1	Wellbeing and self-belief and impact of the change in family life over the recent years
2	Lack of parental support with home learning and homework due to time, confidence and subject knowledge
3	Pupils who have a special educational need or an emotional wellbeing need, in addition to PP tend to be below ARE. Lack of appropriate funding for level of need
4	No significant differences in attainment gap across Reading, Writing, Maths and Science to be associated with being disadvantaged, but emphasis on ALL making at least appropriate progress Below is data for disadvantaged pupils.

<table>
<tr><td></td><td>
<table>
<tr><td colspan="7">Performance of Groups across Years 1-6</td></tr>
<tr><td></td><td colspan="2">Reading %</td><td colspan="2">Writing %</td><td colspan="2">Mathematics %</td></tr>
<tr><td></td><td>Exp+ Prog</td><td>Exp+ Attmt</td><td>Exp+ Prog</td><td>Exp+ Attmt</td><td>Exp+ Prog</td><td>Exp+ Attmt</td></tr>
<tr><td colspan="7">Disadvantaged</td></tr>
<tr><td>Year 1</td><td>0%</td><td>86%</td><td>0%</td><td>86%</td><td>0%</td><td>86%</td></tr>
<tr><td>Year 2</td><td>89%</td><td>89%</td><td>89%</td><td>89%</td><td>89%</td><td>89%</td></tr>
<tr><td>Year 3</td><td>100%</td><td>38%</td><td>100%</td><td>38%</td><td>75%</td><td>33%</td></tr>
<tr><td>Year 4</td><td>67%</td><td>64%</td><td>75%</td><td>43%</td><td>100%</td><td>79%</td></tr>
<tr><td>Year 5</td><td>100%</td><td>54%</td><td>89%</td><td>38%</td><td>67%</td><td>46%</td></tr>
<tr><td>Year 6</td><td>83%</td><td>67%</td><td>67%</td><td>67%</td><td>67%</td><td>83%</td></tr>
</table>
</td></tr>
<tr><td>5</td><td>The crisis of the SEND provision impacting on the educational experiences for those with SEND needs and the rest of the co-hort</td></tr>
<tr><td>6</td><td>Attendance and Punctuality issues with a very small number of families</td></tr>
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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
Attainment and Progress in Reading, writing and mathematics	<u>Progress</u> **Aspirational**: All pupils make at least expected progress from their starting points. 10-15% make accelerated progress from their starting points 80% of pupils make at least expected progress from their baseline in reading, writing and maths separately.

<table>
<tr><td></td><td>5–10 % make accelerated progress from their baseline in reading, writing, maths separately.
<u>Progress 2024-25</u>

<table>
<tr><th colspan="8">Progress Headlines</th></tr>
<tr><th colspan="2" rowspan="2">KS1-KS2</th><th colspan="2">Reading</th><th colspan="2">Writing</th><th colspan="2">Mathematics</th></tr>
<tr><th>School</th><th>National</th><th>School</th><th>National</th><th>School</th><th>National</th></tr>
<tr><td colspan="2">Expected Progress</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td><td>-</td></tr>
<tr><th rowspan="2"></th><th colspan="2">Reading</th><th colspan="2">Writing</th><th colspan="2">Mathematics</th></tr>
<tr><th>Expected +</th><th>Above Exp</th><th>Expected +</th><th>Above Exp</th><th>Expected +</th><th>Above Exp</th></tr>
<tr><td>Year 1</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td><td>0%</td></tr>
<tr><td>Year 2</td><td>79%</td><td>16%</td><td>89%</td><td>26%</td><td>89%</td><td>5%</td></tr>
<tr><td>Year 3</td><td>89%</td><td>0%</td><td>100%</td><td>5%</td><td>95%</td><td>5%</td></tr>
<tr><td>Year 4</td><td>57%</td><td>9%</td><td>65%</td><td>13%</td><td>100%</td><td>13%</td></tr>
<tr><td>Year 5</td><td>90%</td><td>35%</td><td>95%</td><td>10%</td><td>80%</td><td>10%</td></tr>
<tr><td>Year 6</td><td>79%</td><td>32%</td><td>61%</td><td>32%</td><td>71%</td><td>7%</td></tr>
</table></td></tr>
<tr><td>Specific additional needs recognised and support accessed</td><td>Barriers to learning due to emotional wellbeing needs are limited as much as possible.

Learning difficulties are quickly identified and appropriate provision in place to allow for at least expected progress where funding allows</td></tr>
<tr><td>Attendance and punctuality</td><td>Ensure attendance of disadvantaged pupils is above 96%

No families are continuously late.</td></tr>
<tr><td>Improved support for homework</td><td>Majority of pupils are completing homework set with the support required from parents</td></tr>
</table>

Activity in this academic year – 2025-26

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

The activities and strategies over lap, so the budget may show in different places: Activity this academic year; Targeted academic support or Wider strategies.

Teaching (for example, CPD, recruitment and retention)

Budgeted Cost: £500

Activity	Evidence that supports this approach	Challenge number(s) addressed
TA delivering wellbeing and nurture support. (cost 2 x part time TA = £41,128 – wider strategies budget	EEF (+4) Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. 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.	1, 3, 5

	Schools should carefully consider how targeted approaches are deployed to support pupils with additional social or emotional needs. SEL needs will be based on a variety of factors that may not correspond to academic progress and should be carefully monitored. Being able to support all learners to access learning will have a positive impact on outcomes. An understanding of the behaviours encountered and how best to support and reduce the negative impact on learning time will support all in making progress. Being aware that different learners have different needs is clearly going to impact on all.	
TA trained in Drawing and Talking Therapy	https://drawingandtalking.com/testimonials Drawing and Talking allows individuals to discover and communicate emotions through a non-directed technique, setting it apart from existing solution-focused and cognitive-based therapies and interventions	
TA investment and deployment to enable team teaching approach,	EEF (+6)	1,2,3,4,5

addressing misconceptions and move learning on at the point of learning.	There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils. Pupils require clear and actionable feedback to employ metacognitive strategies as they learn, as this information informs their understanding of their specific strengths and areas for improvement, thereby indicating which learning strategies have been effective for them in previously completed work.	
Investment in ipads to be shared across KS2	EEF Technology has the potential to improve assessment and feedback, which are crucial elements of effective teaching. However, how teachers use the information from assessments, and how pupils act on feedback, matter more than the way in which it is collected and delivered. Using technology can increase the accuracy of assessment, or the speed with which assessment information is collected, with the potential to inform teachers' decision–making and reduce workload. Technology can be used to provide feedback directly to pupils via programmes or interventions	2, 4
Investment in Read Write Inc portal and training, including an audit and the purchase upper KS2 intervention for	There is a large body of evidence, including in the Teaching and Learning Toolkit, that suggests that systematic synthetic phonics approaches have a positive impact on the development of early	2,3,4,5

reading (Freshstart). Investment in staff to deliver. (We have been using read, write, Inc since September 2016)	reading skills. Because of this, the EEF has funded several evaluations of different phonics programmes, including this randomised controlled trial of Read Write Inc. Phonics and Fresh Start.	

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

Budget: 35,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Accessing STAPS assessment for those who require it	Support from outside agencies in identifying specific barriers to learning and advice on strategies to support the learner will enable all to make at least expected progress.	3, 4, 5
TA investment and deployment to enable team teaching approach, addressing misconceptions and move learning on at the point of learning. **Pupils withdrawn in afternoons for specialist intervention and or pre teaching for the next day – fluid groups**	EEF (+5) Short, regular sessions (about 30 minutes, three to five times a week) over a set period of time (up to ten weeks) appear to result in optimum impact. Evidence also suggests tuition should be additional to, but explicitly linked with, normal teaching, and that teachers should monitor progress to ensure the tutoring is beneficial. Studies comparing one to one with small group tuition show mixed results. In some cases one to one tuition has led to greater improvement, while in others tuition in groups of two or three has been equally or even more effective. The variability in findings may suggest it is the particular type or	1, 2, 3, 4, 5

	quality of teaching enabled by very small groups that is important, rather than the precise size of the group.	

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

Budget: £48,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
2 x part time TA with a wellbeing support role	EEF (+4) Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment. 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	1,2,3

	emotional self-regulation, both of which may subsequently increase academic attainment. Schools should carefully consider how targeted approaches are deployed to support pupils with additional social or emotional needs. SEL needs will be based on a variety of factors that may not correspond to academic progress and should be carefully monitored.	
TA investment and deployment to enable team teaching approach, addressing misconceptions and move learning on at the point of learning.	EEF (+6) There is evidence to suggest that feedback involving metacognitive and self-regulatory approaches may have a greater impact on disadvantaged pupils and lower prior attainers than other pupils. Pupils require clear and actionable feedback to employ metacognitive strategies as they learn, as this information informs their understanding of their specific strengths and areas for improvement, thereby indicating which learning strategies have been effective for them in previously completed work.	1,2,3,4,5
Trips/wow day experiences for all	EEF Outdoor adventure learning (including wow experiences and trips to experience learning first hand*) might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor learning interventions can support children to	1,2,3,4,5,6

	develop non-cognitive skills such as resilience, self-confidence and motivation. The applications of these non-cognitive skills in the classroom may in turn have a positive effect on academic outcomes. (* added by school, not EEF) No data available yet from EEF	

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 to 2025 academic year.

Intended Outcomes

1) **Attainment and Progress in Reading, writing and mathematics:**

To ensure that the majority of pupils are making at least expected progress in all areas and some make accelerated progress.

Progress Headlines						
	Reading		Writing		Mathematics	
KS1-KS2	School	National	School	National	School	National
Expected Progress	-	-	-	-	-	-

	Reading		Writing		Mathematics	
	Expected +	Above Exp	Expected +	Above Exp	Expected +	Above Exp
Year 1	0%	0%	0%	0%	0%	0%
Year 2	79%	16%	89%	26%	89%	5%
Year 3	89%	0%	100%	5%	95%	5%
Year 4	57%	9%	65%	13%	100%	13%
Year 5	90%	35%	95%	10%	80%	10%
Year 6	79%	32%	61%	32%	71%	7%

2) Specific additional needs recognised and support accessed

Pupil progress meetings happen every 6 weeks, with all teaching staff providing updates and impact of provision. Provision mapping is up to date and available for all teaching staff, interventions/support is reviewed to ensure progress is being made. Individual learning plans for those on the SEND register or those receiving support beyond wave 1 are in place and being followed – SEND learning walks and work scrutiny are evidence of this. We have accessed support from STAPS for a number of children to identify specific barriers to learning and these have become part of the Individual leaning Plan. We found that during the year, as a result of the mental health interventions, that less children were requiring this support and we could deploy our TAs to carry out more academic based interventions.

Successful OFSTED July 2024 in terms of support for SEND pupils.

3) Attendance and punctuality

Attendance and punctuality are tracked well and effectively. The families supported have all shown significant improvement in their attendance and punctuality is being supported for a very small minority of families.

Data for 2024-25:

	Academic Year 24-25
Reception	95.4
Yr 1	95.73
Yr 2	96.73
Yr 3	97.51
Yr 4	95.72
Yr 5	96.13
Yr 6	
Whole School	96.14

2024-25

04.09.24 – 27.03.25

PP = 96.02% Non PP = 96.5% Whole school = 96.32%

Our attendance is 16.8% better than the average school in Lincolnshire.

We have 10 pupils who have achieved 100% attendance for the academic year - they were awarded a book and a £5 voucher for Alfie's ice cream.

We have had an incredible 58 other pupils who have 97% or higher attendance for the academic year – they all received a book.

OFSTED July 2024 stated:

Pupils feel happy and safe at this inclusive school. Pupils know they are well cared for by staff. Relationships are warm and trusting. As a result, pupils attend and behave well.

Absence

School

Absence

	2021/22 (3 term)	2022/23 (3 term)	2023/24 (3 term)
School %	6.2	4.6	4.5
Comparison to all schools	–	–	–
Comparison to schools with a similar level of deprivation	–	Lowest 20%	Lowest 20%

Persistent absentees

	2021/22 (3 term)	2022/23 (3 term)	2023/24 (3 term)
School %	16.0	6.0	10.1
Comparison to all schools	–	Lowest 20%	–
Comparison to schools with a similar level of deprivation	–	Lowest 20%	Lowest 20%

Pupil groups

Primary - 2024 data

No pupil groups were highlighted for this school.

Absence - 2023/24 (3 term)

	FSM	SEN	EAL
Absence	Lowest 20%	–	–

- **Improved support for homework**

Having embedded the use of Seesaw for homework, some engagement is much better. The use of the reading App for recording reading at home and at school has declined, less parent/carers are supporting their children with reading at home, we have reverted back to paper copies of reading logs. Children who do not read at home do have 1:1 support in school – however this has a detrimental impact on the use of support in teaching and learning session.

Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Active English	L.E.A.D Equate
Active Maths	L.E.A.D Equate
Active Spelling	L.E.A.D Equate
Read, Write, Inc	Ruth Miskin
White Rose Maths	White Rose Maths
TT Rockstars	TT Rockstars
Classroom Secrets	Classroom Secrets
Twinkl	Twinkl
RWI portal and training/resources	RWI
Language Angels	Language Angels
United Curriculum for Art and Design	United Curriculum
Charangua Music	LCC
Heart for Fluency	HFL Reading Fluency Project

Reading Plus	Dreambox reading plus
Teach Computing	Teach computing

Further information

Everything we do at Frances Olive Anderson C of E Primary School is focused on improving outcomes for all pupils academically and emotionally. Support and interventions are fluid for all and whatever group the pupil belongs to, they will receive what they need where we possibly can within our budget restraints and environment.