



Pupil Premium Statement 2025-26

This statement outlines how Sabden Primary School uses pupil premium funding to improve outcomes for our disadvantaged pupils. It sets out our pupil premium strategy, how we plan to allocate funding this academic year, and the impact of last year's spending. The values of respect, resilience, and challenge are central to every decision we make; this statement reflects our commitment to using the funding thoughtfully and effectively to ensure all children are supported to thrive.

School overview

Detail	Data
Number of pupils in school	87
Proportion (%) of pupil premium eligible pupils	11.4% (10 children)
Academic year/years that our current pupil premium strategy plan covers	2025-26
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Nicola McArdle (Exec Head)
Pupil premium lead	Nicola McArdle (Exec Head)
Governor / Trustee lead	Hannah Cartmell

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£15,500
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year <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>	£15,500

Part A: Pupil premium strategy plan

Statement of intent

You may want to include information on:

Ultimate Objectives for Our Disadvantaged Pupils

- We want every child, regardless of background or circumstance, to realise their full potential academically, socially, and emotionally.
- We aim to narrow and ultimately close the attainment gap between disadvantaged pupils and their peers, ensuring all pupils reach or exceed expected standards.
- We aspire to support disadvantaged pupils so they enjoy school, feel confident, valued, and able to participate fully in all aspects of school life, including enrichment, extracurricular opportunities, and Forest School provision.
- We are committed to raising the aspirations of disadvantaged pupils, helping them to see and strive for their future possibilities.
- We ensure disadvantaged pupils have equitable access to learning, experiences, and personal growth, enabling them to flourish in a safe, caring, and inclusive environment consistent with our school values of **Respect, Resilience, and Challenge**.

How Our Current Pupil Premium Strategy Works Towards These Objectives

- Our strategy centres on **high-quality teaching and learning for all**, ensuring disadvantaged pupils benefit from strong classroom practice, widely recognised as the most effective way to close the disadvantage gap.
- We provide **targeted academic support** — additional help, small-group or one-to-one interventions in key areas such as reading, writing, and maths — giving children the extra boost required to meet age-related expectations.
- We offer **pastoral and emotional support** to help overcome non-academic barriers to learning. This ensures pupils are emotionally ready to learn, feel safe, supported, and confident.
- We work to **ensure access to enrichment and wider opportunities**, including Forest School sessions, extracurricular clubs, and cultural experiences, so pupils benefit from a broad, rich school life that builds confidence, social skills, and a sense of belonging.
- Our strategy is underpinned by **ongoing assessment, monitoring, and early identification of need**, allowing support to be responsive and proactive, tailored to each pupil's context.

Key Principles of Our Strategy Plan

- **Equity and Inclusion** — all pupils, irrespective of background, have the same opportunities to succeed and participate fully.
- **High-Quality Teaching First** — strong, inclusive classroom teaching is the foundation for success.
- **Targeted and Responsive Support** — support (academic, social, or emotional) is tailored based on data, assessment, and understanding of each child's context.
- **Holistic Development** — focusing not only on academic outcomes but also on personal development, wellbeing, confidence, social skills, character, and aspirations, reflecting our school values of **Respect, Resilience, and Challenge**.
- **Broad Access to Opportunities** — ensuring disadvantaged pupils can enjoy enrichment activities, Forest School, extracurricular programs, and all aspects of school life without financial or social barriers.
- **Continuous Evaluation and Improvement** — regularly reviewing the impact of strategies, adjusting support as needed, and ensuring funding is used effectively to deliver long-term benefits.

Challenges

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

Challenge number	Detail of challenge
1	Some disadvantaged pupils underperform compared to their peers
2	Social, emotional, or mental health barriers affecting learning
3	Reduced participation in enrichment or extracurricular activities
4	Financial constraints affecting access to trips, experiences, or equipment

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
Some disadvantaged pupils underperform compared to their peers	<p>Pupil progress data shows narrowing gaps between disadvantaged pupils and peers.</p> <p>End-of-year assessments indicate the majority of disadvantaged pupils meet or exceed age-related expectations.</p> <p>Targeted interventions demonstrate measurable improvements in key subject areas.</p>
Pupils develop resilience, confidence, and emotional wellbeing, enabling them to fully engage with learning.	<p>Observations and teacher assessments indicate improved behaviour and engagement in class.</p> <p>Reduced incidents of emotional or behavioural concerns recorded.</p> <p>Positive feedback from pupils and parents via surveys or wellbeing check-ins.</p>
Disadvantaged pupils take part in a wide range of enrichment activities, broadening experiences and aspirations.	<p>Attendance records show increased participation of disadvantaged pupils in clubs, trips, and activities.</p> <p>Evidence of skill development or achievement in activities (e.g., sports, arts, competitions).</p> <p>Each pupil has met a person in the profession as part of our 'Dream Big' project i.e. child who wants to meet a pilot has met a pilot</p>
All disadvantaged pupils have equitable access to learning opportunities, trips, and resources.	<p>All disadvantaged pupils attend school trips and activities regardless of cost.</p> <p>Feedback from pupils and parents indicates financial barriers are no longer limiting participation.</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.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Forest School provision to develop resilience, problem-solving skills, teamwork, and engagement alongside academic learning	EEF: Outdoor learning and practical, hands-on approaches improve social and emotional development, engagement, and confidence, which can support academic outcomes.	3

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

Budgeted cost: £10,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Teaching assistant to lead small-group interventions 3 times per week in reading, writing, and maths	EEF: Small group and one-to-one interventions accelerate progress by +4 months on average; targeted support is most effective when addressing specific gaps.	1

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

Budgeted cost: £1500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Part-funding trips, music provision, termly clubs, and visits to workplaces or meetings with professionals to raise aspirations	EEF: Enrichment activities and extra-curricular opportunities support engagement, attendance, social development, and aspirations; financial support ensures equitable access. EEF: Enrichment activities and exposure to real-world experiences improve engagement, social development, and	4, 5

	aspirations; broadening pupils' horizons supports motivation and long-term outcomes.	
Attendance team meetings each half-term to review data and provide additional support for parents	EEF: Targeted attendance strategies and parental engagement improve attendance and outcomes; regular review ensures early identification of barriers.	2

Total budgeted cost: £15,500

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

- **Academic attainment:** End-of-summer data compared to starting points in the autumn term shows that the majority of disadvantaged pupils were on track or exceeding expectations. Many pupils made measurable progress in reading, writing, and mathematics, particularly where targeted interventions and small-group support were in place. While outcomes for some pupils remain below local and national averages, these improvements demonstrate the positive impact of our strategy.
- **Progress against strategy outcomes:** Overall, our strategy is having a positive impact. Pupils benefiting from additional academic and wellbeing support are making progress, although further work is needed to raise attendance and increase participation in enrichment opportunities.
- **Evaluation of previous strategy:** Last year's strategy successfully supported many pupils to make academic and personal progress. Continuing challenges have informed the focus of our current plan, which prioritises targeted academic interventions, pastoral support, and broader opportunities to engage pupils and raise aspirations.