

# Pupil premium strategy statement – Cirencester Primary School

This statement details our school's use of 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 outcomes for disadvantaged pupils last academic year.

## School overview

Detail	Data
Number of pupils in school	312
Proportion (%) of pupil premium eligible pupils	33.9%
Academic year/years that our current pupil premium strategy plan covers	2025/2026 to 2027/2028
Date this statement was published	November 2025
Date on which it will be reviewed	October 2026
Statement authorised by	Maria Miles, Headteacher
Pupil premium lead	Casey Clapton, Inclusion Lead
Governor / Trustee lead	Steve Colledge, Governor for disadvantaged pupils

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£169,960.77
Pupil premium funding carried forward from previous years	0
<b>Total budget for this academic year</b>	<b>£169,960.77</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers.

We will consider the challenges faced by our vulnerable pupils, such as, those who have particularly difficult home lives, children of parents who find academic school work demanding, families with a social worker or family support worker, and our young carers. The activity we have outlined in this statement is also intended to support their needs, regardless of whether they are disadvantaged or not.

High-quality teaching, led by the class teacher and supported by the teaching assistants, is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils' attainment will be sustained and improved alongside progress for their disadvantaged peers.

Our approach will be responsive to common challenges and individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set
- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

We use the following strategies, programmes and resources to further target academic support for our disadvantaged children with their key learning and progress.

Phonics: Read Write Inc

Oracy development: Project 21 Oracy

Writing: Colourful Semantics

Reading: GL Assessment LASS 8-11, Barrington Stoke Books

Maths: Number Stacks

Nurture Support: Trauma Informed Schools approaches, Emotion Coaching, Emotional Literacy Support Assistant (ELSA). The Emotionally Available Adult resources, Drawing and Talking, Pets as Therapy, Play Therapy.

Pupil Premium provides important support to contribute to the attainment of pupils from disadvantaged backgrounds. We use a tiered approach to Pupil Premium spending, where we balance approaches to improve classroom teaching (Quality First Teaching) then targeted academic support for specific groups of children, and finally wider strategies, which may include support beyond the classroom.

## Challenges

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

Challenge number	Detail of challenge
1	Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2 and in general, are more prevalent among our disadvantaged pupils than their peers.
2	Assessments, observations, and discussions with pupils indicate that many of our Pupil Premium children struggle to retain key knowledge in foundation subjects.
3	<p>Internal and external assessments indicate that writing attainment among disadvantaged pupils is significantly below that of non-disadvantaged pupils.</p> <p>Last Year 32% of Pupil Premium Children met the expected standard in writing compared to 50% Non-Pupil Premium.</p>
4	<p>Social, Emotional and Mental Health</p> <p>We have a high number of Pupil Premium children who require additional nurture support to help support and develop them socially and emotionally. Social, emotional and mental health challenges create a significant barrier to learning and it is crucial that we support these children in this area first before we are able to help them achieve academically.</p>
5	<p>Our attendance data over the last 3 years indicates that attendance among disadvantaged pupils has been between 4 - 5% lower than for non-disadvantaged pupils.</p> <p>29-34% of disadvantaged pupils have been 'persistently absent' compared to 7-11% of their peers during that period. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress.</p>

## 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
Improved oral language skills and vocabulary among disadvantaged pupils.	Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment.
Improved retention of key 'sticky knowledge' among disadvantaged pupils	Assessments and observations indicate significantly improved retention of 'sticky knowledge'. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative and summative assessment.
Improved writing attainment among disadvantaged pupils.	KS2 writing outcomes in 2027/28 show that more than 60% of disadvantaged pupils met the expected standard.
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing by 2027/28 demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations</li> <li>• a significant increase in participation in enrichment activities, particularly among disadvantaged pupils.</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance by 2027/28 demonstrated by: <ul style="list-style-type: none"> <li>• the overall attendance rate for all pupils being no less than 96%, and the attendance gap between disadvantaged pupils and their non-disadvantaged peers being reduced by 2%.</li> <li>• the percentage of all pupils who are persistently absent being below 10% and the figure among disadvantaged pupils being no more than 5% lower than their peers.</li> </ul>

## 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: £9,120

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>To develop teachers and teaching assistants' knowledge and expertise in using verbal feedback in order to move learning on and ensure children make progress</p>	<p>At Cirencester Primary School, we recognise the importance of feedback as part of the teaching &amp; learning cycle, and aim to maximise the effectiveness of its use in practice. We are mindful also of the workload implications of written marking, and of the research surrounding effective feedback.</p> <p>Our policy is underpinned by the evidence of best practice from the Education Endowment Foundation and other expert organisations alongside our values, Positive, Respectful, Caring. The Education Endowment Foundation research shows that effective feedback should:</p> <ul style="list-style-type: none"> <li>• redirect or refocus either the teacher's or the learner's actions to achieve a goal</li> <li>• be specific, accurate and clear</li> <li>• encourage and support further effort</li> <li>• be given sparingly so that it is meaningful</li> <li>• provide specific guidance on how to improve and not just tell students when they are wrong</li> </ul> <p>Notably, the Department for Education's research into teacher workload has highlighted written marking as a key contributing factor to workload. As such, Cirencester Primary School has investigated alternatives to onerous written marking which can provide effective feedback in line with</p>	<p>1, 2, 3,</p>

	<p>the EEF's recommendations, and those of the DfE's expert group which emphasises that marking should be: meaningful, manageable and motivating.</p> <p>We have also taken note of the advice provided by the NCETM (National Centre for Excellence in Teaching Mathematics) that the most important activity for teachers is the teaching itself, supported by the design and preparation of lessons.</p>	
Retention of knowledge	<p>We are following and implementing the EEF's guidance for Metacognition and Self-Regulated Learning</p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/metacognition/metacognitive-summary-of-recommendations_v.1.0.0_2025-11-10-154829_rigg.pdf">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/metacognition/metacognitive-summary-of-recommendations_v.1.0.0_2025-11-10-154829_rigg.pdf</a></p> <p>The EEF states that: <i>The EEF's <a href="#">Teaching and Learning Toolkit</a>, summarises a large body of international evidence, rates 'metacognition and self-regulation' as a high-impact, low-cost approach to improving the attainment of disadvantaged learners. Teachers can use metacognitive and self-regulatory approaches to support pupils to think about learning more explicitly. Often, this is by teaching them specific strategies for planning, monitoring, and evaluating their learning. Metacognition and self-regulation strategies appear to be more effective when embedded in a school's curriculum and a specific subject lesson.</i></p> <p>Our focus is to embed this throughout our curriculum.</p>	2
Whole staff training on behaviour management strategies and a new behaviour system with the aim of developing our school ethos and improving behaviour across school.	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p><a href="#">Behaviour interventions   Teaching and Learning Toolkit   EEF</a></p>	2,3,4,5

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

Budgeted cost: £143,122

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Teaching assistants (TAs) to: listen to and discuss books with the bottom 20% of readers; lead focused interventions, such as Number Stacks and the SNIP Spelling Programme; daily RWI interventions</p>	<p>EEF findings show that the average impact of the deployment of teaching assistants is about an additional four months progress across a year. The research suggests that TA support is more effective when the TAs deliver targeted interventions to individual pupils and small groups as opposed to general classroom support.</p> <p>Therefore, as a school we have decided to invest time and money into training TAs in order to effectively lead focused interventions 1:1 and in small groups to support our disadvantaged pupils to make accelerated progress and begin to close the gap.</p> <p>Furthermore, EEF research suggests that the average impact of the adaptation of phonics approaches is about five months additional progress over the course of a year. This is why we have adopted and follow the RWI phonics approach alongside the supporting approach for intervention completed 1:1 daily with a TA.</p>	<p>1,2,3,4</p>
<p>Targeted social and emotional support for identified children from a nurture support worker who works as part of the nurture support team and family support worker</p>	<p>The EEF research suggests that social and emotional learning approaches have a positive impact on average of 4 months additional progress for pupils. This is more effective when this support is targeted for specific pupils.</p> <p>Our nurture support workers support a range of children, who have been identified by class teachers and members of SLT, to provide specific</p>	

	<p>intervention and support for pupils who need to develop their social and emotional learning.</p> <p>The teacher and nurture support worker decide on specific targets together. The nurture support worker then works with the child for a term, before reviewing the intervention. This will either be recognised ELSA (Emotional Literacy Support Assistant) interventions or nurture support.</p> <p>The Nurture support worker also works closely with the SENDCo to identify pupils who would benefit from intervention through Young Minds Matter, Talk Well, Pets as Therapy and Play Therapy. The SENDCo then works with professionals to put follow up interventions and support in place after the above professionals have been involved.</p> <p>Our nurture support team will continue to access further training such as:</p> <ul style="list-style-type: none"> <li>Mental Health First Aid Training</li> <li>Drawing and Talking</li> <li>The Emotionally Available Adult</li> </ul>	
--	--	--

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

**Budgeted cost: £17,719**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Whole staff training on behaviour management strategies and a new behaviour system with the aim of developing our school ethos and improving behaviour across school.</p>	<p>Both targeted interventions and universal approaches can have positive overall effects:</p> <p><a href="#">Behaviour interventions   Teaching and Learning Toolkit   EEF</a></p>	<p>2,3,4,5</p>
<p>Embedding principles of good practice set out in the DfE's guidance on <a href="#">working together to improve school attendance</a>.</p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>5</p>

<p>This will involve training and release time for staff to develop and implement new procedures and appointing attendance/support officers to improve attendance.</p>		
<p>Contingency fund for acute issues.</p>	<p>Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.</p>	<p>All</p>

**Total budgeted cost: £169,961**

## **Part B: Review of the previous academic year**

### **Outcomes for disadvantaged pupils**

This is the first year of the three-year strategy and therefore no review of the above outcomes and targets are yet to be done. This will be completed in October 2026 and an adapted strategy will be uploaded to the website in November 2026.

## Externally provided programmes

Programme	Provider

## Further information

### **Additional activity**

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium. That will include:

- Offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.

### **Planning, implementation, and evaluation**

In planning our new pupil premium strategy, we evaluated why activity undertaken in previous years had not had the degree of impact that we had expected.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, and conversations with parents, students and teachers, in order to identify the challenges faced by disadvantaged pupils. We also contacted schools local to us with high-performing disadvantaged pupils to learn from their approach.

We looked at several reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage.

We used the [EEF's implementation guidance](#) to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We have put a robust evaluation framework in place for the duration of our three-year approach and will adjust our plan over time to secure better outcomes for pupils.