

# Pupil Premium Strategy Statement – September 2025

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 the effect that last year's spending of pupil premium had within our school.

## School overview

Detail	Data
School name	Iceni Primary Academy
Number of pupils in school	106
Proportion (%) of pupil premium eligible pupils	12% (13 children)
Academic year/years that our current pupil premium strategy plan covers	2025 & 2026
Date this statement was published	September 2025
Date on which it will be reviewed	Jan and April 26
Statement authorised by	Emma Owner (Principal)
Pupil premium lead	Emma Owner
Governor / Trustee lead	Alexandra Smith

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£11,354.58
Services funding	£2,450
LAC Budget	£7,230
<b>Total Pupil Premium/services &amp; LAC budget for 24/25</b>	<b>£19,465</b>
Total allocated	£19,465
Contingency	£0

# Part A: Pupil premium strategy plan

## Statement of intent

At Iceni Primary Academy we have high expectations and ambitions for all our pupils, including those eligible for Pupil Premium funding. We will use Pupil Premium funding to ensure all disadvantaged pupils continue to make accelerated progress, working within age related expectations and beyond, and be in line with those children who are not disadvantaged.

We plan to focus on the key challenges preventing our disadvantaged pupils from attaining age related expectations. Our aims will be to use funds for interventions in order that pupil premium children make accelerated progress to close gaps in children's learning.

We will also make sure all children will continue to experience a wealth of opportunities to enhance their lives. Children will be able to access the curriculum through support given for mental health and social issues.

As an academy, we will adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise.

## Challenges

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

Challenge number	Detail of challenge
1	We are closing the gap in reading between those who are on the Pupil Premium register and those who are not.
2	We are closing the gap in writing between those who are on the Pupil Premium register and those who are not.
3	We are closing the gap in SPAG between those who are on the Pupil Premium register and those who are not.
4	We are closing the gap in maths between those who are on the Pupil Premium register and those who are not.
5	Every child enabled to go to at least one extra-curricular club.
6	Ensuring all children included in school trips by subsidising for those pupil premium children.
7	Screening SEMH and provide interventions for those who require it
8	Ensuring good attendance of our services children in EYFS

## 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 reading results	The children on the PP register will have made 2 steps progress by the end of the year. (Entering, Developing, Securing)
Improved writing results	The children on the PP register will have made 2 steps progress by the end of the year. (Entering, Developing, Securing)
Improved SPAG/Phonics results	The children on the PP register will have made 2 steps progress by the end of the year. (Entering, Developing, Securing)
Improved Maths results	The children on the PP register will have made 2 steps progress by the end of the year. (Entering, Developing, Securing)
Increased attendance at clubs of pp children	All pp children will be attending at least one club
Subsidised school trips for pp children	All pp children attending school trips
SEMH screening and interventions for those who require it	Positive screening at the next Boxall screening Teacher observations Child involvement in lessons
Whole school approach with all staff responsible for pupil premium children	All staff aware of who their pp children are and be able to talk about progress made at pupil progress meetings

## 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: £10,090**

Activity	Evidence that supports this approach	Challenge number(s) addressed
TAs supporting children who are PP in class	<b>EEF Guide to the Pupil Premium – Autumn 2021</b> <a href="#">EEF-Guide-to-the-Pupil-Premium-Autumn-2021.pdf</a> ( <a href="#">d2tic4wvo1iusb.cloudfront.net</a> )  <a href="#">Pupil premium - GOV.UK</a> ( <a href="#">www.gov.uk</a> )	1-4

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

**Budgeted cost: £5,075**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Mathletics and Reading Bugs (£1500)	<b>Education Endowment Foundation (EEF) study of digital programmes to support children's progress:</b> <ul style="list-style-type: none"><li>• <b>Digital Resources:</b> Mathletics is an online platform that provides interactive activities, revision tools, and assessments. The EEF's focus on evidence-based approaches and the use of digital resources suggests that Mathletics could be a valuable tool when implemented effectively.</li><li>• <b>Personalized Learning:</b> Mathletics allows for personalized learning experiences, which aligns with the EEF's recommendations for tailoring instruction to individual student needs.</li><li>• <b>Targeted Interventions:</b> Mathletics can be used to provide targeted interventions and support for students who are struggling with specific mathematical concepts.</li><li>• <b>Monitoring Progress:</b></li></ul>	1-4


	<p>Mathletics provides tools for teachers to monitor student progress and identify areas where students may need additional support.</p>	
TTRS (£175)	<p><b>Pupil Voice re TTRS in our academy – Sept 2024:</b></p> <p>EB: I like how there are loads of different games you can play either on your or against friends in your own school.</p> <p>FG: It's really educational and it teaches you to get quicker with your times table.</p> <p>JB: It's something that progressively gets harder and I think that's good.</p> <p><b>Interview with Maths Subject Leader regarding TTRS</b></p> <p>We continue to use TTRS for several reasons, not least because it supports the timed aspect of the MTC for Year 4. In addition, the children are highly motivated by it and it was extremely beneficial to have been subscribed prior to COVID lockdowns. It forms part of our optional weekly homework package for children and it is always ready for our blended learning strategy when children are absent for more than 48 hours.</p>	1-4
Books with high interest, low ability (£250)	<p>Key EEF insights relevant to high-interest, low-ability readers:</p> <ul style="list-style-type: none"> <li> <b>Literacy Development:</b> <p>The EEF highlights the crucial role of both decoding (sounding out words) and comprehension (understanding meaning) in reading development. For struggling readers, a balanced approach that addresses both is essential.</p> </li> <li> <b>Reading Comprehension Strategies:</b> <p>The EEF recommends teaching specific strategies like inferring meaning, summarizing, and using graphic organizers to improve comprehension.</p> </li> <li> <b>Interventions for Struggling Readers:</b> <p>The EEF suggests that some students will require targeted, structured interventions to make progress in reading. These interventions should be based on a strong understanding of the components of reading and how they build on one another.</p> </li> <li> <b>Metacognition and Self-Regulated Learning:</b> <p>The EEF emphasizes the importance of teaching students to think about their own learning and to use strategies to monitor their comprehension and address difficulties.</p> </li> <li> <b>Interactive Reading:</b> </li> </ul>	1-4

	<p>Engaging students in interactive reading, where they participate in discussions about the book, can be particularly beneficial for developing language skills and vocabulary, especially for those with less developed oral language.</p> <ul style="list-style-type: none"> <li> <b>School-Wide Strategies:</b> <p>The EEF also stresses the need for school-wide strategies to support independent study and make reading materials accessible to all students.</p> <p>Practical Considerations:</p> </li> <li> <b>Choosing appropriate texts:</b> <p>When selecting books for high-interest, low-ability readers, it's important to consider their interests and reading levels. High-interest, low-reading-age books can be a good option, but it's crucial to ensure they are engaging and appropriate for the student's age.</p> </li> <li> <b>Creating a supportive environment:</b> <p>Providing a quiet space for reading, modeling study skills, and offering feedback can help students become more confident and independent learners.</p> </li> <li> <b>Combining approaches:</b> <p>A combination of strategies, such as direct instruction in reading comprehension strategies, interactive reading, and targeted interventions, is likely to be most effective.</p> </li> </ul>	
Year 6 SATS revision books (£150)	<p><b>Edgewood Primary School – Achieve 100 Case Study taken from Rising Stars website. December 2021</b></p> <p>About Edgewood Primary School: Edgewood Primary School has 300 children on roll with 45 children in Year 6. It is a maintained primary in a former mining town in the Midlands, with broadly typical numbers of pupils eligible for Free School Meals and Pupil Premium funding. One-and-a-half form entry means that children are taught in mixed-age classes throughout KS1/2. How did you use the Achieve 100 revision and practice questions books range with your children? The books have been used to in target-group booster sessions in school and also for supporting homework. As we approach the tests themselves, we're also extending this to use in an after-school revision session, and encouraging children to use them for support at home. How has the Achieve 100 revision range impacted Year 6 National Test revision? The Achieve resources have taken a good deal of work away from teachers in having to prepare the materials and resources – particularly in light of the significant changes to expectations for the new tests which would have entailed a lot of work. For students it has enabled them to become familiar with the question types they're likely to meet in the tests and to identify areas of need for further practice. Do you think Achieve 100 has had</p>	1-4

	<p>a positive impact on revising for the new National Tests? Yes, unquestionably Achieve has allowed us to target our teaching to find gaps and close them before the tests. How has the Achieve 100 range impacted on revision lessons? Achieve revision resources have ensured that we focus on the appropriate skills for each of our groups, and has freed up teachers to focus on the teaching and revision practice, rather than having to find or create the materials first. Do your Year 6 children like using the Achieve revision range? The children like the books and have made good use of them. They use them both in school and for homework. I think this also helps parents to see what is expected of the children; the combination of revision and practice books also allows them to support more at home. Do you think the Achieve 100 revision range has helped to equip children with what they need to know and demonstrate in the National Tests? Yes, very good, particularly combined with teaching of the techniques and strategies to tackle problems, and also as a way of spotting gaps in pupils' security of understanding.</p> <p>Would you recommend the Achieve 100 range to other schools? Yes, absolutely – as a timesaver for teachers and an excellent resource for revision and practice.</p>	
Daily Phonics interventions (Keep Up) £2,000 (staffing)	<p>EEF research states that target TA interventions impacts +5 months on progress.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/teaching-assistant-interventions">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	1 & 2
TA providing interventions to PP children £2,000	<p>EEF research states that target TA interventions impacts +5 months on progress.</p> <p><a href="https://www.educationendowmentfoundation.org.uk/teaching-assistant-interventions">Teaching Assistant Interventions   EEF (educationendowmentfoundation.org.uk)</a></p>	1&2
Phonics books to allow children to take books home for fluency & confidence £1000	<p>Reading Framework: Using 'decodable' books and texts A systematic phonics programme includes sufficient 'decodable' books or texts, so that children can practise, at school and at home, their increasing knowledge of GPCs and their blending skill in meaningful contexts. This is also necessary for older pupils who have not learnt to decode well enough, that is, pupils who still need to decode, individually, each word they meet in regular texts. 'Decodable' books and other texts make children feel successful from the very beginning.</p>	1, 2, 3

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

Budgeted cost: £4,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Supporting attendance and welcome sessions for services children (STo) No cost as added in previously	Attendance Interventions  <a href="#">Attendance-REA-report.pdf</a> <a href="#">(d2tic4wvo1iusb.cloudfront.net)</a>	8
Trips (£1,000)	Pupil Voice with Pupil Premium children regarding trips – 23/24	6
SEMH sessions for children who scored low on Boxall £1,500	<a href="#">Social and emotional learning   EEF</a> <a href="#">(educationendowmentfoundation.org.uk)</a>  <a href="#">Improving Social and Emotional Learning in Primary Schools   EEF</a> <a href="#">(educationendowmentfoundation.org.uk)</a>	7
Uniform support (£500)	Parent/Pupil Consultation October 2021 <div><div></div><div><div>Uniform Consultation Results – November 2021</div><div>39 responses out of a possible 89 35 parents are happy with the uniform as it is now 34 children are happy with the uniform as it is now.</div><div><div>Points raised by parents:</div><div><ul style="list-style-type: none"><li>Cost of the uniform</li><li>Quality of PE kit</li><li>The PE kit material clicks easily</li><li>PE jumper sizing is not good</li><li>PE socks are expensive</li><li>PE socks are not very good</li><li>The uniform with the logo on does not fit and does not fit well.</li><li>I would prefer to buy from the supermarkets</li><li>Unhappy that I have to go to Dereham to buy the uniform</li><li>Quality of t shirt could be better</li><li>The blue fades on the PE hoodie</li><li>Good quality</li><li>PE tracksuit bottoms would be good for the winter</li><li>Uniform is good quality and can be handed down to others</li><li>Uniform is reasonable priced but the PE kit is unnecessary, although does look smart.</li><li>I like it as the children look very smart.</li></ul></div></div><div><div>Points raised by children:</div><div><ul style="list-style-type: none"><li>PE socks</li><li>PE socks can be too tight</li><li>I would like the PE hoodies to be zip up ones</li><li>H would like the jumpers to be red</li><li>It can be itchy</li><li>PE kit is too hot when we run around</li><li>Year 6 children said they felt really smart in their tie</li><li>I love the uniform</li><li>The shirts feel nice</li><li>Can we have shorts?</li><li>Can the t shirts be black?</li><li>The uniform means we do not have to worry about what to wear.</li></ul></div></div></div></div>	7
Subsidising trips £1,000		5



## Part B: Review of outcomes in the previous academic year (2024-2025)

### Pupil premium strategy outcomes

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

#### Teaching (for example, CPD, recruitment and retention) £11,449

Activity/Challenge	Impact of this approach	Actual Spend
SLT ensuring that adequate support is provided for children who are entitled to PP funding.  TAs supporting children who are PP in class  TA providing interventions to PP children	The children have received extra support to help with transitions, adapted work and interventions.  GLD: 79% Phonics Yr1: 86% MTC: 93% KS2 SATS: R90%, W80%, M73%, GAPS: %. Comb: 80%	£11,449

#### Targeted academic support (for example, tutoring, one-to-one support structured interventions) £7,960

Activity	Impact of this approach	Actual Spend
Lexia  TTRS  Barrington Stokes  Year 6 SATS revision books	All children including those on PP register were given a Lexia log on to use at home. Recently updated this to use on a tablet via an app. 100% of those on PP used Lexia and have made at least 12 levels progress.  Children on PP register attended after school Mathematics/TTRS club each week, as well as the chance to use this at home.  Please see data for reading as these books were purchased to support with reading in KS2  Purchased for those on PP register. Allowed children to complete at home.	£7,960

Daily Phonics interventions (Keep Up) (staffing)	TAs provided extra support at the Biscuit Booster sessions for those in year 2. Accelerated progress was seen.	
40% Remainder of NTP	This allowed teaching staff to lead small groups of intervention after school. Impact is part of the wider assessment evidence seen in part 1.	
Talk Boost training and resources £500	Resources and training to support the younger members of school with their speech and language. This will be beneficial to use as assessment and a scheme of work before referring if needed.	

### Wider strategies (for example, related to attendance, behaviour, wellbeing) £7,462.50

Activity	Impact of this approach	Actual Spend
Supporting attendance and welcome sessions for services children	After screening with Boxall profile, we can tailor the interventions to provide the best support for the children. It has helped the children. Pupil voice:	£7,462.50
SEMH sessions for children who need support by our MH champion	A: I like working on how I can help myself when I feel sad or angry	
Trips:	Pupil voice regarding trips:	
<ul style="list-style-type: none"> <li>Oak residential</li> </ul>	A: I went so high crate building!	
<ul style="list-style-type: none"> <li>Elm trip to Hunstanton</li> </ul>	B: We got to dig in the sand and touch a starfish!	
<ul style="list-style-type: none"> <li>Acorn South Angle Farm</li> </ul>	C: The best bit was collecting the eggs!	
<ul style="list-style-type: none"> <li>Theatre trip</li> </ul>	It was better than watching a film!	
Boxall	Allows us to screen every child and offer support for SEMH concerns.	
Uniform support	Bookbags and water bottles provided for all new children to help them settle in.	
Subsidising extra-curricular clubs £300	Paying for TAs to run clubs after school	

## Total Actual Spend for 24/25 £26,872

### 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

### Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information:*

Measure	Details
How did you spend your service pupil premium allocation last academic year?	SEMH afternoon sessions Half of the cost for Boxall screening Mental Health Awareness resources Resources for year 1 class Sensory tent
What was the impact of that spending on service pupil premium eligible pupils?	Early identification of those needing SEMH support SaLT sessions inhouse Extra resources for children in year 1 Children have a safe space to go to when dysregulated.