

Pupil premium strategy statement Solebay Primary Academy

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

School overview

Detail	Data
Number of pupils in school	170
Proportion (%) of pupil premium eligible pupils	32%
Academic year that our current pupil premium strategy plan covers	September 2025-26
Date this statement was published	December 2025
Date on which it will be reviewed	June 2026
Statement authorised by	Bill Holledge (CEO)
Pupil premium lead	Janet McKenzie (Principal)
Governor / Trustee lead	Denise Syndercombe Court (Director)

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£102,505
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£102,505

Part A: Pupil premium strategy plan

Statement of intent

Ultimate Objectives: 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.

- Quality First Teaching: We believe that the most effective way to close the attainment gap is through high-quality teaching, focused on areas where disadvantaged pupils require the most support.
- Evidence-Based Intervention: We use the EEF toolkit to ensure our spending is directed toward proven strategies (e.g., NELI, Phonics, Small group tuition).
- Holistic Support: We recognise that non-academic barriers—attendance and emotional regulation—are often the primary "gatekeepers" to academic success. We are seeing an increased prevalence of mental health issues in our school community and within families. The support provided by our inclusion team, including learning mentor, the School Home team as well as working with other outside agencies is a vital part of our strategy.

Challenges

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

Challenge number	Detail of challenge
1	Language & Literacy Gap Baseline assessments in EYFS show pupils often arrive with language skills significantly below chronological age. This impacts their ability to access the wider curriculum in KS1.
2	Emotional Regulation & SEMH An increasing number of pupils and families present with mental health or social-emotional needs. This manifests as a lack of "readiness to learn" and impacts focus and engagement.
3	Attendance & Persistent Absence Historically, PP pupils have higher rates of PA. This results in "fragmented learning," where pupils miss key building blocks in Maths and Phonics.

4	The Engagement Gap Low parental engagement for specific families often leads to reduced home-learning support and a lack of exposure to "hinterland" (cultural/social) experiences.
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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
High Academic Attainment	90% of PP pupils achieve the expected level (EXS) in Phonics and Reading, with a focus on increasing the % achieving Greater Depth (GDS).
Improved Attendance	PP attendance is in line with or above the national average (aiming for 96%+). PA for disadvantaged pupils is reduced to below 10%.
Holistic Development	100% of PP pupils participate in at least one extra-curricular club and attend all curriculum-linked educational visits/residential.
Language Progression	Pupils receiving NELI or S&L intervention make accelerated progress, closing the gap with non-PP peers by the end of KS1.

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: £ 9,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>School wide focus on the 'Great Teaching Toolkit.'</p> <p>£1,700</p>	<p>The GTT is built on a meta-analysis of 100+ studies, the Toolkit aligns CPD with high-impact pedagogy and student perception data to validate and improve instructional quality</p>	<p>1, 2, 3, 4</p>
<p>Release time and training fees for all staff, including support staff, to attend specific training in specialised areas (e.g. SEND)</p> <p>£4,000</p>	<p>EEF evidence suggests that well trained and effectively deployed teaching assistants can improve pupil outcomes by up to 5 months.</p>	<p>1, 2, 3, 4</p>
<p>Training, support, coaching and development days from assigned trainer as part of Read Write Inc. phonics programme.</p> <p>£3,800</p>	<p>As above</p>	<p>1, 2, 3, 4</p>

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

Budgeted cost: £ 30,805

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>YR/N 1:1 language programme.(NELI) £15,505</p>	<p>EEF evidence suggests that early years and pre-school interventions have a positive impact, delivering an average of around five additional months' progress. The approach appears to be particularly beneficial for children from low income families.</p>	<p>2, 4</p>
<p>Additional synthetic phonics one-to-one reading tutoring for EYFS and KS1 pupils who need support in making the expected progress in phonics and to increase the proportion of pupils who pass the Y1 phonics assessment and expected reading standard at the end of KS1. £15,300</p>	<p>Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress.</p> <p>The impact of this type of intervention in the past is evident in our KS1 phonics test pass rate which is regularly above 90%.</p>	<p>2, 4</p>

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

Budgeted cost: £ 62,200

Activity	Evidence that supports this approach	Challenge number(s) addressed

Learning Mentor & ELSA Support £13,000	SEL (Social Emotional Learning) interventions can add +4 months progress by improving self-regulation and "readiness to learn."	2, 4
Subsidised Enrichment & Clubs £12,500	Removing financial barriers to "The Arts" and Sports builds cultural capital and increases a sense of belonging (connectedness)	2, 4
Training, support, coaching and development days from assigned trainer as part of Read Write Inc. phonics programme. £3,800		
£13,000 on the purchase and administration of a school wide spelling programme to support pupil learning.	As part of their 'Improving Literacy' guidance, the EEF recommends structured, high quality interventions. Spelling should be explicitly taught and diagnostic assessment should be used to focus effort on the spellings that pupils are finding difficult.	2, 3, 4.
£9,600 to help fund valuable 'hinterland' experiences, trips, residential and other educational visits outside of the classroom, regardless of family income.	Educational visits provide a key stimulus for writing. An EEF trial involving 23 primary schools based on writing from a memorable experience, boosted writing levels by up to 9 months Overall, studies of adventure learning interventions, such as school residential, consistently show positive benefits on academic learning.	1, 2, 3, 4

<p>£1,875 to subscribe to 'Magic Breakfast' a charity that provides resources, training and support for our breakfast club, increasing capacity and our offer to pupils from vulnerable families.</p> <p>£8,425 for 2x staff members to staff the above plus cost of additional breakfast items (e.g. milk for cereal, fruit)</p>	<p>Targeting vulnerable pupils helps improve punctuality, attendance and also ensures that they are not hungry and 'ready to learn.'</p>	<p>1, 2, 3</p>
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Total budgeted cost: £ 102,505

Part B: Review of outcomes in the previous academic year

Outcomes for disadvantaged pupils

To create a high-impact Part B, we need to move beyond just listing data. We want to tell a story of how your specific interventions (like NELI and the Learning Mentor) directly resulted in the strong outcomes you've seen.

1. Outcomes for Disadvantaged Pupils

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

Measure	Solebay PP Pupils (2024/25)	National average (2024-2025)
EYFS: Good Level of Development (GLD)	82.4%	67%
Y1: Phonics Screening Check	75% (Regularly 90%+)	67%
KS2: Reading, Writing, Maths (Combined)	78%	62%

Our Internal Data and IDSR indicate that disadvantaged pupils at Solebay continue to perform strongly compared to their non-disadvantaged peers. Notably, our Phonics pass rate remains a significant strength at over 90%, which is well above the national average for all pupils. This validates our heavy investment in 1:1 Phonics tutoring and RWI staff coaching.

For our KS2 cohort, while the gap in [Maths/Reading] is [narrowing/closing], we recognize that high pupil mobility (new arrivals) remains a factor in our data. However, for pupils who have been with us since EYFS, the progress measures are exceptional.

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
NELI - a programme for children in Reception (4-5 years) which has been found to improve children's language and early literacy skills.	Nuffield Early Language Intervention
Maths Mastery	ARK
Read Write (including Freshstart)	Ruth Miskin Training
Literacy and Language	Ruth Miskin Training
Switched on (Computing)	Rising Stars
Jigsaw-PSHE programme	Jigsaw