Pupil premium strategy statement - Mendham 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 the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	51 + 4 Nursery
Proportion (%) of pupil premium eligible pupils	37%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended – you must still publish an updated statement each academic year)**	2026 – 2027
Date this statement was published	1st December 2026
Date on which it will be reviewed	1st December 2027
Statement authorised by	Mrs Nicola Jones
Pupil premium lead	Mrs Nicola Jones
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£31387.50
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£0
Total budget for this academic year	£31387.50

Part A: Pupil premium strategy plan

Statement of intent

Pupils will make at least expected progress regardless of background, across reading, writing and maths. Our priority is to support disadvantaged learners to achieve this and for already high attainers to continue to progress.

Development of the literacy curriculum will provide a cohesive approach across the school and embed structures and strategies with pupils early on to be used across their school career.

Gaps in learning will be addressed through a whole school approach where all staff instinctively act on pupils' targets and support them with these throughout their learning. Data monitoring and regular meetings with staff will identify key areas of focus and interventions to support.

We will provide opportunities for disadvantaged pupils to take part in hands on learning experiences that embed classroom teaching and broaden pupils' life experiences. These will range from external visitors into school and off-site educational class visits to overnight stays.

Provision will be made for our disadvantaged pupils to attend breakfast clubs to ensure an effective start to the day.

Support staff will be trained in the Thrive approach which will be used across the whole school to support pupil wellbeing.

A whole school focus on inclusive teaching strategies and practices will provide CPD and structured strategies for staff to utilise and follow.

Challenges

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

Challenge number	Detail of challenge
1	Observations, assessments and scrutiny of work indicate that attainment in reading/writing/maths across KS 2 is not at national expected standard
2	Increase % of pupils achieving GLD
3	Lack of engagement from parents to support learning and access educational visits including overnight stays

4	Cost and time repercussions of quality CPD to support implementation of new strategies in a timely manner
5	Purchasing of quality literacy resources that will provide the curriculum we are looking for without requiring further change and will accelerate progress of pupils across all areas of the literacy curriculum.
6	Attendance/timely arrival at school for pupils with EBSA and other wellbeing needs.

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
Observations, assessments and scrutiny of work indicate that attainment in reading/writing/maths across KS 2 is not at national expected standard	• Quality first teaching • Improved approach to literacy teaching including reading, writing, handwriting and spelling is evidenced through improved literacy attainment • Teacher assessments reflect increase in attainment and at least expected progress • Literacy and maths monitoring identifies children who need catch up support, booster groups and/ or tutoring • NTS/SATs paper GAPS analysis effectively identifies pupils who may require more targeted support on a daily basis
Increase % of pupils achieving GLD	• Accurate teacher assessment judgements supported by moderation with EYFS colleagues and SLT • Confident engagement in continuous provision activities designed to embed teacher led learning • Increased parental engagement in home learning activities
Children's emotional health and wellbeing to increase	• Increased parent and child engagement in educational visits and pre-visit information sessions • Achievements are celebrated in school with family attendance • Inclusive teaching practices ensure that children's learning is tailored to their needs but with high expectations • Teacher assessments reflect increase in attainment and at least expected progress for those with SEMH needs
Enrichment opportunities are targeted towards PP children	• Access to free breakfast clubs

	• Access to subsidised educational visits and overnight stays for targeted pupils

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: £13,223

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increase support staff in classrooms	Additional adult in class to support pupils to access the curriculum Specific, targeted, interventions to address gaps for individuals EEF Making the best use of Teaching Assistants – TAs are provided with appropriate information to support pupils.	1, 2
Staff CPD for new strategies, interventions and literacy curriculum	Staff training and development	4, 5
Cover literacy and maths lead staff for monitoring and curriculum support	EEF – How monitoring can support decision making in schools	1

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

Budgeted cost: £13,339

Activity	Evidence that supports this approach	Challenge number(s) addressed
Trained TA interventions – Thrive,	EEF – Teaching assistant interventions	1, 2, 6

S&L, phonics, maths, attention autism,		

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

Budgeted cost: £4071

Activity	Evidence that supports this approach	Challenge number(s) addressed
Contributions towards educational visits, overnight stays and curriculum enrichment experiences	Experience suggests that pupils miss out on opportunities that others can explore. Offering contributions towards visits can mean that pupils are able to attend when otherwise they would not be able to.	3
Release for Thrive leader to train support staff in Thrive approach	Staff training and development	6
Funded breakfast club	Experience has shown that a gentle start to the school day is beneficial to those with anxiety and wellbeing needs allowing them to settle before their learning day starts.	6
Clear communication to parents through information sessions	EEF parental engagement	3

Total budgeted cost: £ 31387.50

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on our own summative and formative assessments. Pupils in receipt of pupil premium during 2025-26 had the following attainment:

- Reading – 65% achieved EXS or better
- Writing – 82% achieved EXS or better
- Maths – 82% achieved EXS or better

Increase additional Support Staffing - due to financial constraints this has not been able to happen – however, support staff have been trained in specific interventions and initiatives, including DBV Reciprocal Teaching and THRIVE.

Formation of Reading Spines for all phases – All pupils are now receiving quality texts – these are read daily to pupils and staff are actively seeking opportunities to include the texts in their literacy lessons to inspire learning.

Science materials focused on the emphasis of working scientifically – Purchased and being embedded in the lessons of all classes – led by the Science leader – who has delivered CPD to all staff.

Breakfast Club provision – Free to PP children – Numbers of pupils attending Breakfast Club have increased to double digits regularly.

Educational visits – There were no occasions when disadvantaged pupils were discriminated against because of cost of visits in the Academic Year.

Externally provided programmes

Programme	Provider

Service pupil premium funding (optional)

How our service pupil premium allocation was spent last academic year
N/A
The impact of that spending on service pupil premium eligible pupils
N/A