

## Pupil premium strategy / self-evaluation

1. Summary information					
<b>School</b>	Navenby Church of England Primary School				
<b>Academic Year</b>	2025-26	<b>Total PP budget</b>	£61,012	<b>Date of most recent PP Review</b>	July 25
<b>Total number of pupils</b>	194	<b>Number of pupils eligible for PP</b>	27	<b>Date for next internal review of this strategy</b>	April 26

2. Current attainment			
27 pupils in school received PP funding in 2024-2025. Four Y6 PP pupils will leave the school in <b>July 2026</b> .		<i>Pupils eligible for PP (your school as at Sept 2025)</i>	<i>All pupils Y6 SATs (national average 2025)</i>
<b>% achieving expected standard or above in reading</b>		<b>56% (15 children)</b>	75%
<b>% achieving expected standard or above in writing</b>		<b>26% (7 children)</b>	72%
<b>% achieving expected standard or above in maths</b>		<b>44% (12 children)</b>	74%
<b>% achieving expected standard or above in reading, writing &amp; maths</b>		<b>15% (4 children)</b>	61%
<b>% making expected progress in reading (as measured in the school)</b>		<b>48% (13 children)</b>	unknown
<b>% making expected progress in writing (as measured in the school)</b>		<b>26% (7 children)</b>	unknown
<b>% making expected progress in mathematics (as measured in the school)</b>		<b>48% (13 children)</b>	unknown

3. Barriers to future attainment (for pupils eligible for PP)	
<b>Academic barriers</b> ( <i>issues to be addressed in school, such as poor oral language skills</i> )	
<b>A.</b>	Children find retention/recollection of knowledge and key facts demanding – this is being developed through our curriculum which has a mixture of ‘spaced learning’, blocked learning (eg White Rose) and a topic-driven approach. In KS1, the expectation is on enjoyment, opportunities and exploration so that children are keen to learn; in Lower Key Stage 2 it is about honing and refining knowledge and skills and in upper Key Stage 2 it is about using this knowledge to have meaningful discussions based on prior knowledge and experiences which they can recall.
<b>B.</b>	Read, Write Inc is embedded in our practice and it has massively helped the children’s acquisition of reading skills and the ability to decode words. We have found that fluency is the main issue which is hampering progress in early reading. Children enjoy reading throughout the school and due to the structure of reading and the opportunities to read, the reading results have remained high for children leaving our school. PP children do best in this area. Gaps continue to be an issue in writing and so we addressed this by having it on the SDP last year; staff have received CPD from an external provider and we are currently reviewing our approach to spelling; a new reading/phonics lead will also start in 2025 and so there is an opportunity for changing the way we do things if necessary.

<b>C.</b>	Emotional resilience – some of our children find this area challenging and consequently it continues to form a barrier to some children’s progress. 11 of the PPG children have poor perseverance, stamina and drive from within; they have low expectations around academic achievement and so see themselves as people who cannot succeed even before even beginning the tasks. Parental engagement is improving though through the weekly Family Group. We have evaluated and amended our PSHE provision by introducing Jigsaw and are continuing to add skillsets to our staff to develop emotional well-being in children and adults eg ELSA, trauma informed practice, Drawing for Talking and TFT.
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**Additional barriers** *(including issues which also require action outside school, such as low attendance rates)*

<b>D.</b>	We have worked hard to engage all parents with school life and where there has been some success, we still feel this is a barrier to some children’s progress. We have a non-teaching SENCo who has responsibility to engage parents through homework clubs and support workshops. These are well-attended and now we are looking to further evolve them. Attendance on the whole is a strength of the school but a number of persistent absentees’ data has remained low (due to non or late attendance and holidays). Parents do attend meetings, on the whole, but find it difficult to support with home learning activities.
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<b>4. Intended outcomes</b> <i>(specific outcomes and how they will be measured)</i>	<b>Success criteria</b>
<b>A.</b> To continue to develop links between home and school so that there is a consistent approach to rewards/sanctions, behaviours and learning. To support parents with working closely with the school to improve their ability to support their child at home and to address any anxiety/ well-being concerns.	The Parent/School Well-Being group will continue to meet regularly to develop knowledge on how children learn. Workshops will be well attended and successful, with children displaying improvements in their attitude to school and school work both at home and at school. They will be engaged in their learning and wanting to share their successes. Parents will feel a part of school life and have contact points they can call on if they need advice/support.
<b>B.</b> To ensure that all PP children are included in all aspects of school life and that financial issues are not a constraint on their learning journey	Funding is directed to after-school provision and trips so children can attend. High proportion of children attending clubs (eg sewing) and Y6 PP pupils go on the PGL residential. Children also have milk if they choose to.
<b>C.</b> To improve/develop the PP children’s mindset and emotional resilience so that they strive to improve and have more of an ‘I can’ attitude – they feel they belong and have ambition. To further develop independence and the knowledge that it is more important to ‘have a go’ rather than not.	Children have specific resources bought for them which are engaging. From these, adults prepare a variety of interesting tasks to motivate and address their needs, hopefully linked to the class’ topic. The resource is then given to the child following that unit of learning. A whole school focus on independence and life skills by using the Mini/Junior Duke award scheme
<b>D.</b> To ensure children make at least satisfactory progress and to close the gaps on their peers where they are able to.	All staff working with these children have high quality training in order to work proactively together. Staff build positive relationships with the children and provide work which is engaging and well-pitched. Spaced learning becomes an embedded feature of planning for these children. Children receiving tuition are carefully selected and matched to the adult who is going to get the best out of them.

5. Review of expenditure				
Previous Academic Year		2024-2025		
i. Quality of teaching for all				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
We want to continue investing in the people who work closely with PP children. It is important they have the support to develop the knowledge and skills needed to deliver quality learning for our children. We want to build on the ELSA and Drawing for Talking success of last year and possibly increase capacity in this.	ELSA and Drawing for Talking is now embedded in school. One of our TAs has completed the ELKLAN training and so we can now look at embedding this in school too. We are now looking at Forest School training and Thrive training as the next additions to this practice. All this is supported by non-teaching SENCo and her invaluable advice and support.	We have two ELSA trained TAs who deliver weekly hour long sessions to children throughout the year. Each child sees them for between 6 and 8 sessions depending on need. We also have a TA who is trained in Drawing for Talking and she sees one child per week for an hour through the year. We have an ELKLAN trained TA who has supported our youngest children this year.	This has been a big success and lots of children and their families have been impacted on in a positive way through this provision. Whilst there are budget constraints next year, we are continuing to invest in this provision due to the huge impact it has had on mental well-being and achievements in the classroom.	£3,375 ELSA  £16,401 (SENCo salary)  £1,157 training
ii. Targeted support				
Action	Intended outcome	Estimated impact: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Lessons learned (and whether you will continue with this approach)	Cost
For selected children to receive 1:1 or small group tuition from a nominated, competent member of staff (this is seen as a good learning strategy by the EEF.) This will also encourage links between home and school.	Tuition will give children the confidence to succeed and have a positive mind-set about work. It will help create an 'I can' attitude and will teach them some of the 'quick fix' short cuts to help them feel success. It will also identify gaps in learning and give them the tools to help minimise these. Children will be more inclined to 'have ago' at things and develop independence rather than relying on adult support. Knowledge learnt in the tuition sessions.	Tuition has been a positive experience for children who have had this previously and it is seen as a good learning tool by the EEF. Tuition will help to boost progress and to further develop links between home and school. Our staff are best placed to advise on next steps as opposed to external tuition. Previously, close group work has shown to have the best impact.	As in previous years, the tuition gives children the confidence they need to engage more in homework and lessons in the classroom. It is something that works well at this school	Tuition £3,150  Other TA support £3,199

<p>To continue to develop the parent working group to support with children's behaviours, work and attitudes to school. To provide parents with a platform to share views and learn new strategies.</p>	<p>Parents feel more comfortable talking to school about how to support their child's primary education. This will include good attendance, improved behaviours, ensuring siblings are supportive of each other and improved attitude to school work. Parents will be able to share similarities to reinforce the idea they are not alone. School will support through modelling, expectations and helping overcome concerns. Children will work with their parents to learn new skills so that the parents feel happy teaching their children.</p>	<p>The Family Group has gone from strength-to-strength. They attended the Lincolnshire Show taking part in the schools' challenge, basing their work and presentation on 'growing resilience'. They have also made one child's dream of a reflection garden in school become a reality and this was completed in July 2025. This will be an area to remember a departing year 6 child and the leader of the family Group. Parents speak very highly of the provision; one parent commenting that it had brought him and his son closer together.</p>	<p>The success has been there for all to see, even the Inclusion team at County came to talk to us about the provision. Although the leader of this group is leaving the school, the SENCo will be continuing this provision.</p>	<p>Parent group £3,503 Rockstaedy £392</p>
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### iii. Other approaches

<b>Action</b>	<b>Intended outcome</b>	<b>Estimated impact:</b> Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	<b>Lessons learned</b> (and whether you will continue with this approach)	<b>Cost</b>
<p>Our curriculum is ambitious for all and so children/ families should not feel alienated due to financial restrictions. We will provide additional funding for those PP families that require it.</p>	<p>Trips and visitors add an additional layer to the children's understanding. It can often bring an experience to life. When they have all experienced this, it provides a common thread for discussion and learning in the classroom where we want all children to feel a part of the learning. We will also support with purchasing Nessy, RWI resources, IT equipment and the Parent wellbeing group</p>	<p>No child in the school did not attend any trip/visit due to financial restrictions. PP funding and donations from our FONS team helped achieve the other areas in this target.</p>	<p>This will be continued next year as it provides inclusivity for all pupils and families.</p>	<p>Trips £1,424 Resources £657</p>
<p>To ensure all children who are entitled to a school lunch and / or milk receive them; to remind parents via the newsletter about applying for PP funding if they feel they are entitled to it.</p>	<p>All children have access to a nutritious lunch. Places at Breakfast Club are promoted for PP children so they receive these advantages too. Children perform better when they have eaten and drunk well during the school day and are 'ready to learn'</p>	<p>The Breakfast Club continues to be extremely popular for all children. It provides them with a positive start to the day. Children attending are 'ready to learn'.</p>	<p>No reason why this should not continue as no negative impact</p>	<p><b>£570 + £9,229</b> (in and out)</p>

## 6. Planned expenditure

<b>Academic year</b>	<b>2025-2026</b>
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The three headings enable you to demonstrate how you are using the Pupil Premium to improve classroom pedagogy, provide targeted support and support whole school strategies

### i. Quality of teaching for all

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will it be reviewed?
We want to continue investing in the people who work closely with PP children. It is important they have the support to develop the knowledge and skills needed to deliver quality life and learning experiences for our children. We want to build on the ELSA and Drawing for Talking success of last year and possibly increase capacity in this.	ELSA and Drawing for Talking are now embedded in school being accessed on a weekly basis by some of our children. One of our TAs has completed the ELKLAN training and so we can now look at embedding this in school too. We are currently working on the Forest School project with our Family Group and Learning Through Landscapes is the next addition to this practice (scheduled for Jan 2026). All this is supported by our non-teaching SENDCo and her invaluable advice and support.	We are continuing to promote mental well-being through our SDP and our curriculum in which it is one of the main drivers. It is important that children feel safe and happy in their environment and they are given the necessary knowledge and skills to manage effectively a widening array of circumstances.	The leaders of each of these areas will liaise with the Head to put a programme of support together. This will ensure that the correct children are receiving the intervention. TA will relay progress back to head and SENCo. ELSA/DfT sessions reported on CPOMS and relevant staff members alerted to the sessions	JB (DfT) GP (Elk) JB (ELSA)	<b>Apr 2026</b>
<b>Total budgeted cost</b>					<b>£17,735</b>

### ii. Targeted support

Action	Intended outcome	What is the evidence and rationale for this choice?	How will you ensure it is implemented well?	Staff lead	When will it be reviewed?
For selected children to receive 1:1 or small group tuition from a nominated, competent member of staff (this is seen as a good learning strategy by the EEF.) This will also encourage links between home and school.	Tuition will give children the confidence to succeed and have a positive mind-set about work. It will help create an 'I can' attitude and will teach them some of the 'quick fix' short cuts to help them feel success. It will also identify gaps in learning and give them the tools to help minimise these. Children will be more inclined to 'have ago' at things and develop	Tuition has been a positive experience for children who have had this previously and it is seen as a good learning tool by the EEF. Tuition will help to boost progress and to further develop links between home and school. Our staff are best placed to advise on	Staff will have to complete the relevant paperwork, plan and deliver high quality sessions for the children. There will be close liaison with parents so they know what is being delivered. The Bursar will keep track of pay claims to ensure	CE (HT) RH (Bursar) All staff who offer tuition	<b>Apr 2026</b>

	independence rather than relying on adult support. Knowledge learnt in the tuition sessions.	next steps as opposed to external tuition.	the right amount of tuition is delivered. Drop ins to sessions by SLT to assure accountability.		
To continue to develop the Parent Working Group to support them with children's behaviours, attitudes to work and school and for individual SEND needs. To provide parents with a platform to share concerns/opinions and learn new strategies to manage expectations in the home.	Parents feel comfortable talking to school about how to support their child's primary education. This will include good attendance, improved behaviours, ensuring siblings are supportive of each other and improved attitude to school work. Parents will continue to share similarities to reinforce the idea they are not alone. School will support this through modelling, explaining expectations and helping overcome concerns. Children will work with their parents to learn new skills so that the parents feel happy teaching their children.	Due to the previous impact and success of this group we have seen its value to the children and the parents, so we are keen to continue it. The area is well led by TP and she is constantly thinking of new ways of engaging parents. The relationships between school and the parents is incredibly strong, partly because of this feature, so we can continue to grow together.	Regular meetings between TP and CE. Outdoor learning is on this year's SDP, set with clear objectives, actions and outcomes. This is RAG rated every term and shared with the GB. The terms will be planned in advance to ensure pace and agendas are clear and focused. TP to report to CE and CE to attend some of the meetings and workshops. CE to report on success to GB through Head's reports.	CE (HT)  TP (Leader)	<b>Apr 2026</b>
To fund a place with Rocksteady to allow that child to experience music in a safe, caring and supportive environment	By taking part in Rocksteady for any child to improve engagement and self-esteem. It is hoped the children will want to go on and continue to work with others and to learn musical instruments	We have used Rocksteady for a number of years and children whose parents have been able to afford it have benefited from it. When reduced cost bursaries became available we started to use these to help families financially.	Rocksteady leader to liaise with school about the children taking part. Attendance at the Rocksteady concert, which takes place at the end of every term. Feedback from the children and the parents.	RH  R'steady lead	<b>Apr 2026</b>
<b>Total budgeted cost</b>					<b>£4,736</b>
<b>iii. Other approaches</b>					
<b>Action</b>	<b>Intended outcome</b>	<b>What is the evidence and rationale for this choice?</b>	<b>How will you ensure it is implemented well?</b>	<b>Staff lead</b>	<b>When will it be reviewed?</b>

Our curriculum is ambitious for all and so children/ families should not feel alienated due to financial restrictions. We will provide additional funding for those PP families that require it to support attendance with trips/visitors.	Trips and visitors add an additional layer to the children's understanding. It can often bring an experience to life. When they have all experienced this, it provides a common thread for discussion and learning in the classroom where we want all children to feel a part of the learning.	Historically, our trips are well attended but this is due to the additional funding supporting some families. When they all attend, it provides a common thread for discussion and learning.	When trip letters are sent to parents, the admin team, Bursar and teacher will ensure PP children will receive one alerting them to the premium. Returns will be monitored so we can see that PP children will be attending. Follow up letters may follow for further clarification on	CE (HT) SS (EVC) RH (Bursar) WW (admin)	<b>Apr 2026</b>
To ensure all children who are entitled to a school lunch and / or milk receive them; to remind parents via the newsletter about applying for PP funding if they feel they are entitled to it.	Children perform better when they have eaten and drunk well during the school day. It also supports one of our key concepts in PE (healthy diet)	Children perform better when they have eaten and drunk well during the school day. It also supports one of our key concepts in PE (healthy diet)	-analyse data on the uptake and report to GB -feedback from the MDS team	RH (Bursar)	<b>Apr 2026</b>
To buy suitable resources to support children with their learning	To help children close gaps in their learning and to try alternative methods for helping children embed foundational skills and knowledge.	Children often need different approaches to master new knowledge and acquire new skills. Proven interventions, such as Nessy, will help do this.	SENCO to advise and buy licences to carry out these interventions.	RH (Bursar) TP	<b>Apr 2026</b>
<b>Total budgeted cost</b>					<b>Total: £11,706</b>
<b>7. Additional detail</b>			<b>Total 2025-2026</b>	<b>£47,555</b>	
2024-2025 allocation: <b>£61,065 (26 x £1,480 + c/f £22,585)</b>					
2025-2026 amount budgeted to spend: <b>£29,600 (20 pupils x £1,480) for 2025/26. Carry forward of £17,955 from 2024/25 £47,555</b>					
Amount currently remaining as possible carry forward for 2026/27: <b>£13,378</b>					

Target 1: SENCO £12,732

JB ELSA £5,003

Target 2: tuition £2,160

Parent group £2,181

Rocksteady £395

Target 3: trips £1,424

resources £282

meals and milk £10,000

Total: £34,177 c/f £13,378