Pupil premium strategy statement Erpingham & Northrepps Schools

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	36 (49 inc. pre-school) NPS 49 (77 inc. pre-school) EPS
Proportion (%) of pupil premium eligible pupils	16% NPS 4% EPS
Academic year/years that our current pupil premium strategy plan covers	3 years 2025/2026 to 2028/2029
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Emma Bourner
Pupil premium lead	Julie Phillips
Governor / Trustee lead	

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£20,410
Pupil premium funding carried forward from previous years	£0
Total budget for this academic year	£20,410

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 vulnerable pupils, such as those who have a social worker and 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 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 strategy will continue to consider where additional support is required for pupils whose education and wellbeing were impacted by the COVID-19 pandemic, notably through tutoring for pupils whose education has been worst affected.

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.

Challenges

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

Challenge number	Detail of challenge
1	Assessment data indicates that in reading, writing and maths disadvantaged pupils attainment is below that of non-disadvantaged pupils.
2	Our assessments, observations and discussions with pupils and families have identified social, emotional and mental health needs for disadvantaged pupils.
3	Our observations indicate that disadvantaged pupils find it challenging to focus and engage in learning and demonstrate good learning behaviours across the areas of social, emotional and cognitive.
4	Reduced access to enrichment activities due to rural location.

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 attainment among disadvantaged pupils across the whole curriculum	Internal assessment data to show children meeting Age Related Expectations.
Improved maths attainment among disadvantaged pupils.	Internal assessment data to show children meeting Age Related Expectations.
Improved writing attainment among disadvantaged pupils across the whole curriculum.	Internal teacher assessment using the CUSP writing and science curriculum to show children meeting Age Related Expectations.

Disadvantaged pupils have a range of opportunities for enrichment activities.	Children are offered opportunities for a range of clubs, educational visits and in-school experiences.
Disadvantaged pupils develop social skills and strategies which enable them to work and play effectively with others.	Observations and pupil voice demonstrate pupil understanding of social and emotional behaviours including: Emotional - Names emotions and expresses them with increasingly accurate vocabulary - Manages impulses of personal behaviour - Shows pride in successes Social - Focuses on learning in class and can articulate this - Attentive to directions, listening to the teacher - Shows empathy and appreciates diversity
Disadvantaged pupils engage well with learning and develop good behaviours for learning.	Observations, pupil voice and book looks demonstrate pupil understanding of good behaviours for learning, including: Cognitive: - Organises space and resources for own learning - Talks purposefully with peers, valuing other opinions - Completing tasks on time during the lesson - Explaining what they know

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: **£7,482**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Purchase the CUSP writing curriculum and CUSP science curriculum. £2000 Training for teachers in how to use the CUSP writing and science curriculum. £1000 Training for teachers in making adaptations to CUSP lessons to	EEF Guidance Report – Improving Literacy in Key Stage 2 This report highlights the following recommendations which link to the CUSP curriculum: - Teach writing composition strategies through modelling and supported practice (recommendation 4)	1, 3

ensure all learners are supported. £1482 books for EPS £1250 books for NPS	- Develop pupils' transcription and sentence construction skills through extensive practice (recommendation 5) - Target teaching and support by accurately assessing pupil needs (recommendation 6)	
Little Wandle CPD for support staff carrying out phonics lessons and interventions. Staff INSET on Little Wandle reading lessons. £1250 Purchase further sets of Little Wandle reading books to support teaching group reading lessons using books matched to the child's phonic level see above for cost with CUSP books	EEF Guidance report - Effective Professional Development This report highlights that schools need to 'ensure that CPD effectively builds knowledge, motivates staff, develops teaching techniques, and embeds practice' EEF Evidence Review: Phonics – High impact for very low cost based on very extensive evidence.	1, 3
Staff training on NCETM 'embedding number' and 'mastering number' lesson led by Maths subject leader. £500	EEF Guidance report – Improving Mathematics in Key Stages 2 and 3 This report highlights the following recommendations which link to NCETM 'fast maths': - Use manipulatives and representations (recommendation 2) - Enable pupils to develop a rich network of mathematical knowledge (recommendation 4)	1, 3

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

Budgeted cost: **£8450**

Activity	Evidence that supports this approach	Challenge number(s) addressed
TAs deliver Little Wandle phonics interventions. TAs deliver group Little Wandle reading practice lessons using books matched to the child's phonic level. £798	EEF Evidence Review: Phonics – High impact for very low cost based on very extensive evidence.	1, 3

	EEF Evidence Review: Small group tuition – Moderate impact for low cost based on moderate evidence.	
TAs to deliver a 6 week reading comprehension strategy intervention for children in Summer 1 2025. £252	EEF Evidence Review: Reading comprehension strategies – Very high impact for very low cost based on extensive evidence.	1, 3
Teachers and TAs deliver daily NCETM 'fast maths' lessons. £1596 TAs £2612 Teachers	EEF Guidance report – Improving Mathematics in Key Stages 2 and 3 This report highlights the following recommendations which link to NCETM 'fast maths': - Use manipulatives and representations (recommendation 2) Enable pupils to develop a rich network of mathematical knowledge (recommendation 4)	1, 3
TAs deliver maths support using White Rose Maths. £1596	EEF Evidence Review: Teaching Assistant Interventions – Moderate impact for moderate cost based on moderate evidence. EEF Guidance report – Improving Mathematics in Key Stages 2 and 3 This report highlights the following recommendations which link to delivering this Maths intervention: - Use assessment to build upon pupils' existing knowledge and understanding (recommendation 1) - Develop pupils' independence and motivation (recommendation 5) - Use tasks and resources to challenge and support pupils' mathematics (recommendation 6)	1, 3
TAs deliver handwriting intervention to support children	EEF Guidance Report – Improving Literacy in Key Stage 2	1, 3

with handwriting difficulties. £1596	This report highlights the following recommendation: - Monitor pupils' handwriting to ensure accurate letter formation habits, providing effective feedback to promote efficient and fluent handwriting (part of recommendation 5)	
CUSP Strong Start curriculum used to deliver high quality teaching, targeting specific weaknesses in writing.	EEF Guidance Report – Improving Literacy in Key Stage 2 This report highlights the following recommendations which link to the CUSP curriculum: - Teach writing composition strategies through modelling and supported practice (recommendation 4) - Develop pupils' transcription and sentence construction skills through extensive practice (recommendation 5) Target teaching and support by accurately assessing pupil needs (recommendation 6)	

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

Budgeted cost: **£4,478**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Forest School lessons for KS2 children from NPS to visit EPS Forest School area in half termly blocks. KS1 and YR to have weekly outdoor learning lessons led by the Forest School practitioners. Ongoing CPD for Forest School practitioners to understand the Zones of Regulation curriculum and use opportunities that arise in Forest School for children to	The Hare and the Tortoise go to Forest School: taking the scenic route to academic attainment via emotional wellbeing outdoors Outdoor learning spaces: The case of forest school Forest School and its impacts on young children: Case studies in Britain Studies into the benefits of Forest School show Forest School has a	2, 3, 4

develop and enhance their self-regulation skills.	positive impact on areas including: confidence, social skills, language and communication, motivation and concentration, self-esteem and physical skills as well as being outdoors contributing to higher levels of wellbeing.	
Use Zones of Regulation curriculum as a PSHE unit to develop children's understanding of emotions and develop a toolkit of strategies to support with emotional regulation. Use 'tools to try' from Zones of Regulation throughout the year, providing opportunities for children to practice, develop and discuss the tools that work best for them.	EEF review: Metacognition and self-regulation – very high impact for very low cost based on extensive evidence. There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future. With explicit teaching and feedback, pupils are more likely to use these strategies independently and habitually, enabling them to manage their own learning and overcome challenges themselves in the future. EEF Guidance report: Improving behaviour in schools This report highlights the following recommendation: - Teach learning behaviours alongside managing misbehaviour (recommendation 2)	1, 2, 3
Staff INSET led by the Schools and Community Support Team on sensory circuits. Identified children timetabled to have sensory circuit intervention.	Cambridgeshire children and young people's health service – Sensory motor circuits: A sensory motor skills programme for children This guidance explains how sensory circuits can benefit children who experience behaviours such as: constant fidgeting in class, slow to start work, difficulty in organising self, lethargic and dreamy, poor coordination and balance, known sensory processing difficulties, constantly rocking, difficulty in paying attention, lacking confidence to join in.	1, 2, 3, 4

Staff CPD for pastoral staff on Lego Club. Identified children timetables to participate in Lego Club intervention.	Could You Give Me the Blue Brick? LEGO®-Based Therapy as a Social Development Program for Children with Autism Spectrum Disorder: A Systematic Review Lego therapy is a social skills development program which offers support for both children with ASD and children with SEMH needs.	1, 2, 3, 4
Whole INSET for staff led by the School and Community Support Team on trauma informed practice.	Trauma informed schools evidence base A trauma informed school is one that is able to support children who suffer with trauma or mental health problems and whose troubled behaviour acts as a barrier to learning. Public health studies that have shown that when children who have suffered several painful life experiences, are unhelped, there is a very high chance of them going on to suffer severe mental and physical ill-health.	1, 2, 3
Provide a subsidized residential trip for KS2 children. Children provided with opportunities for a range of trips over the school year, including visiting the theatre, Norwich, swimming lessons and other trips linked to the curriculum to develop cultural capital. Provide a range of visitors to the school over the school year. Provide breakfast club for identified disadvantaged children to support with emotional regulation, provide a consistent start to the day and building friendships.	Building Cultural Capital in Disadvantaged Pupils Cultural capital can be defined as the skills and knowledge which an individual can draw on to give them an advantage in social life, get ahead in education and life more generally. Benefits of breakfast clubs case study published by gov.uk This case study noted that children were given the best start to the school day and helped to build friendships. Communication skills improved by children interacting with other children across year groups.	

Total budgeted cost: £20,410

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

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

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

- End of KS2 - reading, 100% of pupil premium children achieved ARE
- The average Year 4 Multiplication Timestables Check for non-SEND pupil premium children was 15.
- Internal assessments for non –SEND show that across the school, 80% of pupil premium children were working at Expected of above in Maths and 100% working at Expected or above in Reading.
- Due to our cohorts, we have no data for Y1 Phonics Screening Check.

We have identified that the writing curriculum needs to be developed in 2024 – 2025 to support children in meeting ARE in writing and have purchased the ambitious CUSP writing curriculum.

Our pastoral support has included Lego Club and bespoke pastoral support to develop children's resilience and confidence in understanding emotions. Forest School lessons have also developed children's confidence through exploring new activities and skills, along with opportunities to put communication skills into practice. Breakfast club has been used effectively to support attendance and ensure a positive start to the school day.

Externally provided programmes

Programme	Provider
CUSP	www.unity-curriculum.co.uk
White Rose Maths	www.whiteroseeducation.com
Little Wandle Phonics Programme	https://www.littlewandlelettersandsounds.org.uk