

	With God we grow to live life in all its fullness	
Pupil Premium Strategy Statement	Issued: November 2025	Issued by: J Little - Headteacher
Statement Number: FPS/0004		

Feckenham CE Primary School

Pupil premium statement

Our distinctive Christian Vision is taken from The Parable of the Mustard Seed

“Again he said, “What shall we say the kingdom of God is like, or what parable shall we use to describe it? It is like a mustard seed, which is the smallest of all seeds on earth. Yet when planted, it grows and becomes the largest of all garden plants, with such big branches that the birds can perch in its shade.”

Mark 4:30-32

Our Mission Statement:

‘With God we grow to live life in all its fullness’

We believe that all our pupils, staff and families are loved by God and as such are of intrinsic value. Our mission is to help everyone in our school flourish personally and academically; fulfilling their potential through the guiding principles of wisdom, hope, community and dignity.

Therefore, this is reflected in this statement through careful consideration of how the funds are spent, enabling all to flourish, to help improve the attainment of our disadvantaged pupils. This statement details our school’s use of pupil premium (and recovery premium for the 2022 to 2023 academic year) funding. 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	Feckenham CE Primary School
Number of pupils in school	95
Proportion (%) of pupil premium eligible pupils	7% (2024 National Average 25.7%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024/2025 to 2027/2028
Date this statement was published	November 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Jeannette Little Headteacher
Pupil premium lead	Tanya Howarth
Governor / Trustee lead	Julie Grieve

	Lead for disadvantaged pupils
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Funding overview

Detail	Amount
Pupil premium funding allocation this academic year, including PLAC and LAC	£18,495
Recovery premium funding allocation this academic year	£ 0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£18,495

Part A: Pupil premium strategy plan

Statement of intent

At Feckenham CE Primary School 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. We have high aspirations for our children, and we believe that all learners should be able to reach their full potential developing the necessary skills and values required to succeed. 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.

Our pupils in receipt of the Pupil Premium Funding may face specific barriers to reaching their full potential, and, at Feckenham Primary, we are determined to provide the support and guidance they need to help them overcome these barriers. In addition to this, we aim to provide them with access to a variety of exciting opportunities and a rich, broad, balanced and challenging curriculum.

Our ultimate objectives are:

To ensure the attendance of pupils in receipt of pupil premium is at least in line with those of peers in school.

We know that children learn best when they attend school regularly. However, the attendance of the pupil premium group is lower than the attendance of those not in receipt of pupil premium. In our strategy we focus on encouraging attendance through meeting the well-being needs of pupils and families, through early help and support for pupils and families, by providing exciting learning including access to outdoor learning and forest schools, and through our headteacher and pupil premium champion actively engaging with families to encourage and support good attendance in school.

To continue to ensure the outcomes for pupils in receipt of pupil premium make or exceed expected progress rates across the curriculum.

43% of our pupils in receipt of pupil premium have identified special educational needs and a number have been, or are, under the care of the Local Authority. In all cases we strive to ensure all our pupils make excellent progress. We believe that all our pupils benefit from high quality teaching every day and we ensure our strategy provides for this through adaptive teaching approaches (*EEF Special Educational Needs in Mainstream Schools*), and further additional intervention/adaptions in class is preferable but when needed further additional intervention through one to one and small group teaching. Our strategy for 2025-2026, is to focus on the development of **Metacognition and Developing Teachers - Developing Learners.**

- 1. Metacognition:** The priority will be developing teacher/learning assistant knowledge of what metacognition is (and is not), how it can move learning forward and what it looks like in its best form in the classroom. Evidence from the EEF: [Metacognition and Self-regulated Learning | EEF](#) suggests the use of 'metacognitive strategies' – which get pupils to think about their own learning - can be worth the equivalent of an additional +8 months' progress when used well. The potential impact of these approaches is very high, particularly for disadvantaged pupils. ***Metacognition and Self-regulated Learning – April 2018***
- 2. Developing Teachers -Developing Learners:** With a loyal focus on **Rosenshine's Principles of Instruction**, providing regular training opportunities and tasks for teachers and learning assistants so they are developing their expertise in the classroom. Collaboration with colleagues across the trust is to be incorporated so we have professional conversations that extend our thinking as we work with a greater number of teachers with different experiences and in different settings. Learning with and from each other, we will encourage and catalyse effective practice based on sound and trusted research.

Along with teachers and leaders our Pupil Premium Champion works to ensure high aspiration and high-quality provision for all pupils in receipt of pupil premium. The Pupil Premium Champion is a member of SLT and has time to carry out this work in school.

To ensure health and well-being needs of all pupils in receipt of pupil premium funding are met to enable them to access learning and ensure they are on track to make or exceed expected progress and attainment at an appropriate level.

At Feckenham Primary we know children must be ready to learn by ensuring their personal, social, emotional and developmental needs are met. This has been particularly evident for children on entry to EYFS. We have established a successful induction programme which is now embedded in school and a weekly Forest School session for our youngest children. This early intervention helps to remove these barriers sooner in the child's education. There has been an increase in pupils' emotional and social needs, possibly due to the COVID-19 pandemic, Societal and environmental influences and Systemic challenges in mental health services. This impact learning along with mental health and wellbeing needs. Our strategy includes a Mental Health Lead. She works with SLT and the SENDCo, and with our pupils and families directly.

We aim to do this through:

- Ensuring that 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.
- Ensuring that teaching and learning opportunities meet the needs of all the pupils.

- Ensure that adaptive teaching strategies are tailored to individual creating a positive and inclusive environment for pupil engagement.
- Ensuring that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed.
- Ensuring that well planned and executed Continuous Provision is provided in a mixed Reception and Year 1 class and is good practice in Year 2. In a time demanding curriculum, we want pupils to think deeply about their learning and maintain engagement and success within an aspirational curriculum.
- Ensuring that spirituality continues to form a clear part of our provision so our disadvantaged pupils can reflect on who they are, why they are here and the positive difference they can make. Well-rounded and grounded individuals are in a better place to cope with life's challenges and appreciate its joys; if our pupils are to live life in all its fulness, then spirituality plays a large part in that possibility.
- Recognising that not all pupils who receive free school meals will be socially disadvantaged.
- Recognising that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We use our knowledge of pupils and families to identify pupils we consider need extra support and reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Allocating Pupil Premium funding following a needs analysis, which will identify priority classes, groups or individuals.

Our strategy is also integral to wider school plans for education recovery, notably in its targeted support for pupils whose education has been worst affected, including non-disadvantaged pupils.

Our approach will be responsive to common challenges and individual needs, identified through formative 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.

Achieving these objectives:

- Governors consider a range of provision for this group, it may include:
- Ensuring all teaching is good or better thus ensuring that the quality of teaching experienced by all children is improved.
- Ensuring that all teaching assistants are used effectively supporting disadvantages pupils where needed.

- Additional teaching and learning opportunities provided for children.
- Aiming at accelerating progress, moving children closer to age related expectations or at age expected.
- Targeted resources to enhance pupil engagement.
- Supporting payment for activities, educational visits and experiences. Ensuring children have first-hand experiences to use in their learning in the classroom.
- Behaviour support.
- To encourage parents/ carers to apply for free school meals where pride, stigma or changing circumstances may act as a barrier.

Challenges

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

Challenge number	Detail of challenge
1 Attainment	Low attainment and slow progress rates made by some pupil premium/disadvantaged children. Assessments, observations and discussions with pupils indicate some disadvantaged children have gaps and misconceptions and find it difficult to retain/recall prior knowledge.
2 Attainment KS2/KS1	Internal assessment and external moderation (where available) indicate that there is a small group of pupils in KS2, in receipt of PP, working below age-expectations compared to that of non-disadvantaged pupils in maths attainment.
3 Health and Well-being	Our assessments and observations indicate pupils' emotional well-being, social and behavioural needs is affecting pupils being in a position to be able to make progress and their readiness to learn. This includes both PP children and non-disadvantaged children.
5. SEND	43% of pupils who qualify for Pupil Premium funding have specific SEND 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
Curriculum and attainment Pupils have a breadth of experiences that	- A challenging and enriching 'through' curriculum supporting the development of knowledge and skills required to be successful learners.

enable them to contextualize their learning. School will deliver an enriching, broad and varied curriculum. To ensure all pupils in receipt of pupil premium, including those with SEND, make expected progress from their starting points.	- Pupil questionnaires and regular Whole School Council Meetings, show children enjoy school and are enthusiastic to learn more. We will have instilled a love of learning in all children. - 'Powerful Teaching' intrinsically embedded in teaching practices. Observations demonstrate improved retention of knowledge from all pupils through retrieval, interleaving, spacing and feedback for metacognition. - Teachers have a growing confidence and knowledge around adaptive teaching techniques and how they can minimise failure in the classroom. Observations demonstrate strategies are tailored to meet individual needs creating a positive and inclusive environment for pupil engagement. - Powerful Questioning strategies are effective in improving learning and retention in the classroom. - Pupils are regularly reflecting on their learning in a metacognitive way and developing knowledge of themselves as learners and where their strengths and areas for development are across a range of subjects.
Attainment Increase KS2 attainment in writing and maths.	- Support groups in class planned, resourced and evaluated effectively to ensure that they have the maximum possible impact. - Adaptive teaching techniques allow children to be successful, increasing engagement learning behaviours in maths and writing. - Teachers are confident in how the teaching of writing needs to be planned carefully to match the needs of the child, e.g., sentence construction, scaffolded and revising sentences to demonstrate more academic style sentences and paragraphs (<i>Write to Learn</i>). - Assessment and observations indicate improvement of maths and writing skills among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. - Specific Maths fluency lessons across the primary years. Children have increased fluency in maths, they are able to calculate accurately and efficiently and be flexible in their choice of strategies. - Writers Toolbox (an educational writing programme powered by patented AI) supports and compliments literacy from Year 2 onwards, providing real-life, individualised feedback, for every student, at their most teachable moment. - Teachers and Teaching Assistants are confident in how Rosenshine's principles of Instructions improve pupil learning, through educational research and are supported by cognitive science.

	- Knowledge is well rehearsed and connected to other knowledge by providing instructional support. Teachers provide this support by teaching new material in manageable chunks, modelling, guiding pupil practice, helping pupils when errors are made and providing sufficient practice and review.
Health and Well-being Increased well-being and emotional support for all pupils, including those eligible for PP	- The Headteacher, SENDCo and Mental Health Lead identify and support families and children and work to alleviate barriers to learning. - Support sessions for PP children with trained staff when required. Focus on spirituality across school and raised awareness of everyone's mental health through a high quality PSHE/relationships curriculum and delivery of these lessons. - Spirituality continues to form a clear part of our curriculum provision so our pupils can reflect on who they are, why they are here and the positive difference they can make. - Pupil and parent questionnaire will show that parents and children of disadvantaged families feel supported and additional barriers alleviated where possible. - Children's well-being needs are met and supported to ensure they are attending school more regularly and able to access high quality teaching and targeted interventions where needed to support them in making progress.
Attendance and Lateness To continue to ensure the attendance of pupils in receipt of pupil premium is in line with those of peers, reducing the proportion classed as persistent absentees and persistent lateness.	- To close the attendance gap between disadvantaged pupils and non-disadvantaged pupils (96+%) - Monitoring of attendance by the Head teacher decreases persistence lateness. - Pupil Premium pupils arriving to school on time. - Reduce Proportion of pupils in receipt of pupil premium classed as persistent absentees.

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 (e.g., CPD, recruitment and retention)

Budgeted cost: £3,535 (topped up by the school budget where needed).

Activity	Evidence that supports this approach	Challenge number(s) addressed
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Glow Maths Hub resources and CPD (including Teaching for Mastery training).	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3. Improving Mathematics in Key Stage 1	1, 2, 3, 5
Allocation of funds towards Continuing Professional Development (CPD) for teachers and TAs across school. Impact of each CPD event to be recorded and monitored. Allocation of funds for, writing and maths initiatives and high-quality texts for EYFS, KS1 and KS2.	Quality /at least good teaching in all classes every day. EEF guide to pupil premium – tiered approach – teaching is the top priority, including CPD. <i>“Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils. Using the Pupil Premium to improve teaching quality benefits all students and has a particularly positive effect on children eligible for the Pupil Premium.”</i> We have looked at the capacity of staff within the school and recognise that we need high quality CPD throughout all areas of teaching and learning, which includes support for delivering wellbeing.	1, 2, 3, 5
Improvement of our writing teaching and learning curriculum.	All teachers have the knowledge and skill to deliver an effective writing curriculum with confidence.	1, 2, 3, 5

We will fund teacher release time to embed key elements of guidance in school and to access Writing to Learn and The Writing Revolution resources and CPD for Writers Toolbox.	Research and recommendations is the most up to date for teaching reflecting best practice. Standards of practice is high across the school and the curriculum embeds powerful vocabulary and knowledge. <i>Given that writing ability will either unleash or circumscribe the talents of our pupils, we need to give writing the attention it deserves in every classroom, at every stage of schooling'- Alex Quigley (Closing the Writing Gap).</i> Results for KS1 and 2 show that the gap in achievement between writing is closing.	
Maintain the quality of PSHE/relationship teaching and learning. To embed spirituality into the daily Feckenham experience so all pupils and staff develop an understanding of themselves as unique individuals valued by the school community and God.	All staff, governors and children know what our spirituality statement is and translate what that actually means in our primary school setting. Staff, Governors and pupils can articulate the spirituality statement for Feckenham. Through discussion, staff and pupils express examples of spirituality. Feckenham has a strong sense of spirituality and this enhances the experiences of pupils and staff	3
Review current provision alongside the guidance: 'Special Educational Needs in Mainstream,' for the teaching of maths and writing for SEND pupils (Led by SENDCo)	See EEF research guidance report: Special Educational Needs in Mainstream School published in March 2020. Ensure all pupils have access to high quality teaching. Special Educational Needs in Mainstream Schools EEF (educationendowmentfoundation.org.uk)	1, 2, 5

Targeted academic support (E.g., one-to-one support structured interventions)

Budgeted cost: £3,535 (topped up by the school budget where needed).

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide targeted, structured interventions to children across whole school using Pupil Premium funding. Interventions to be monitored and evaluated by Implementations Teams Teachers to provide support for targeted pupils after assessments.	Provision of QFT, vocabulary rich curriculum and effective challenge for children identified as needing targeted interventions. Spending Pupil Premium Funds effectively	1, 2, 3, 5
Additional phonics sessions targeted at disadvantaged pupils who require further phonics support.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	1, 2, 5
Effective deployment of staff, Learning Support Assistants to support key children and year groups. Targeted Interventions led teachers, including the Head teacher and Deputy Head.	EEF Toolkit guidance: Education Endowment Foundation EEF ‘These interventions should be targeted at specific pupils using information gathered from assessments and their effectiveness and intensity should be continually monitored. Some pupils may have made quick gains once they returned to school full time, so assessment needs to ongoing, but manageable.’	2, 3, 5

Wider strategies (E, g., related to attendance, behaviour, wellbeing)

Budgeted cost: £3,535 (topped up by the school budget where needed).

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidised visits/ visitors, experiences and extra curricular activities for PP children.	PP pupils have access to as many activities which promote cultural capital.	1, 3, 4

	Financial support can be provided for trips/residential visits to ensure children in receipt of PP are able to take part. Areas where PP pupils are supported: Residential visits where financial support may be offered to cover some costs. Visits out of school – fully supported. Visitors into school – fully supported.	
CPD developing teacher/learning assistant knowledge of what metacognition is (and is not), how it can move learning forward and what it looks like in its best form in the classroom. As a church school, it is important that our view of spirituality is grounded in our distinctive Christian vision. Feckenham CE Primary School's Christian distinctiveness is what makes us unique and therefore, our development of spirituality should reflect this. As we move forward with our curriculum development, spirituality continues to form a clear part of that provision so our pupils and staff can reflect on who they are, why they are here and the positive difference they can make. Well-rounded and grounded individuals are in a better place to cope with life's challenges and appreciate its joys; if our pupils are to live life in all its fulness, then spirituality plays a large part in that possibility. As a continuing development point following our last SIAMS inspection (February 2024), our main focus will be on the 'Now', linking this explicitly to metacognition to improve pupil self-knowledge, academic engagement, enjoyment and success.	PP children settle into school life quickly and engage with their learning as a result of feeling valued and included. Attendance rates are good for PP pupils. Parents report that their children settle quickly and have a sense of belonging and want to engage in school.	3, 4
Head teacher to ensure that parents are made aware of expected	Deployment of staff to support families to improve lateness	4

attendance levels when they fall below 90% and where levels show continued lateness.	eradicate persistent lateness see Spending Pupil Premium Funds Effectively	
Well planned transition arrangement into EYFS to ensure nursery and parental engagement identifies 'at risk' pupils as, or before, they start school. Well planned transition arrangement for pupils leaving Year 6 with feeder schools, to ensure pupil and parental engagement identifies 'at risk' pupils before they move to their next school. Bespoke, intensive and early support for the most vulnerable pupils in school. Community Café every half term, supported by SENDCo and Mental Health Lead. Attendance monitoring and meetings when needed. Engage the relevant support professionals in line with the Attendance policy and Medical Conditions policy to encourage good attendance. Attendance to be a focus item for key pupils at parent evenings and pupil progress meetings. Increased links with Mental Health Lead, SENDCo and Health Professionals.	EEF Guidance about Wider strategies focusing on: SEL, Well-being and Mental Health. DfE external document template (primarysite-produced.s3.amazonaws.com)	4, 4, 5

Total budgeted cost: £10,605 (additional funding through the schools budget)

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

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

<u>Intended outcome 1 and 2:</u>			
To narrow the attainment gap between disadvantaged and non-disadvantaged pupils.			
For all disadvantaged pupils in school to make or exceed nationally expected progress rates.			
Our internal assessments during 2022/23 suggested that some of the disadvantaged children in KS2 and KS1 were performing lower in writing and maths than non-disadvantaged children. Despite having catch up interventions, the outcomes we aimed to achieve were not fully realised.			
<u>Attainment in 23/24 data for all disadvantaged groups across the school</u>			
Reading – 56% of children in receipt of pupil premium are achieving at least in line with age related expectations.			
Writing – 34% of children in receipt of pupil premium are achieving at least in line with age related expectations.			
Mathematics – 56% of children in receipt of pupil premium are achieving at least in line with age related expectations.			
<u>Attainment in 24/25 data for all disadvantaged groups across the school</u>			
Reading - 78% of children in receipt of pupil premium are achieving at least in line with age related expectations.			
Writing – 67 % of children in receipt of pupil premium are achieving at least in line with age related expectations.			
Mathematics – 54% of children in receipt of pupil premium are achieving at least in line with age related expectations.			
		WTS	EXS

21/22	Reading	25%	75%
	Writing	58%	42%
	Maths	50%	50%
22/23	Reading	33%	67%
	Writing	33%	67%
	Maths	44%	56%
23/24	Reading	44%	56%
	Writing	66%	34%
	Maths	44%	56%
24/25	Reading	22%	78%
	Writing	33%	67%
	Maths	44%	56%

Next Steps:

Attainment will continue to be a focus for the Pupil Premium Strategy.

Outcome 3

To support our children's health and wellbeing to enable them to access learning at an appropriate level.

The Headteacher, SENDCo and teachers works closely with many families across school. Community Café mornings once every half term.

Extending our offer of extra-curricular clubs before and after school has also had a positive impact for key children and supported their well-being and increased attendance at school this year.

Utilising the [DfE grant to train a senior mental health lead](#). Feckenham Primary now has a Mental Health Lead. This strategy aims to further develop our understanding of

our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.

Next Steps:

Health and well-being will continue to be a focus for the Pupil Premium Strategy.

Externally provided programmes

Programme	Provider
Speech and Language Therapy	Worcestershire Health and Care NHS Trust.

Further information (optional)

Additional activity

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. That will include:

- CPD training for staff to improve teacher's knowledge of 'Closing the Writing Gap', 'The Writing Revolution' and 'Writers Toolbox' to improve writing across the school and embedded subject specific vocabulary and knowledge across the curriculum.
- CPD [Leading primary mathematics national professional qualification - GOV.UK \(www.gov.uk\)](https://www.gov.uk) to be disseminated by the maths lead to all staff, and [Mathematics Mastery - subsidised programme | EEF \(educationendowmentfoundation.org.uk\)](https://educationendowmentfoundation.org.uk) A scale up of a whole-school subject improvement programme by Ark Curriculum Plus aiming to deepen pupils' conceptual understanding of key mathematical concepts.
- Bespoke CPD for teaching staff to develop a strong implementation team that reflects our passion for high quality education and positive outcomes for all our pupils.
- Bespoke CPD for all staff to develop and embed Rosenshine's Principles of instruction into effective teaching practice.
- Embedding more effective practice around feedback. [EEF evidence](#) demonstrates this has significant benefits for pupils, particularly disadvantaged pupils.
- Where possible, offering a wide range of high-quality extracurricular activities to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills such as confidence, resilience, and socialising. Disadvantaged pupils will be encouraged and supported to participate.
- EEF guidance [Metacognition and Self-regulated Learning | EEF](#) report reviews the best available research to offer teachers and senior leaders practical advice on how to develop their pupils' metacognitive skills and knowledge. The report has recommendations in seven areas and 'myth busts' common misconceptions teachers have about metacognition.
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