



Pupil premium strategy statement

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 effect that last year's spending of pupil premium had within our school.

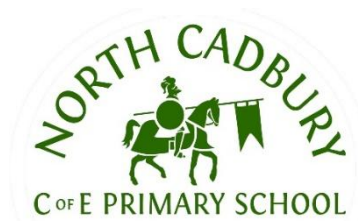
School overview

Detail	Data
School name	North Cadbury C of E Primary School
Number of pupils in school	96
Proportion (%) of pupil premium eligible pupils	18.75%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended; however we have varying numbers so need to limit forward planning to 2 years)	2025 – 2026 2026 - 2027
Date this statement was published	25.07.25
Date on which it will be reviewed	30.06.26 & then again in January 2027
Statement authorised by	Mrs Amy Truett
Pupil Premium Lead	Mrs Amy Truett
Governor / Trustee Lead	Mr Scott Austin

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£28,785
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	£28,785

Part A: Pupil Premium Strategy Plan



Statement of Intent

At North Cadbury C of E Primary School, we are deeply committed to supporting all pupils, with a particular focus on those from socially disadvantaged backgrounds. Our entire staff team, together with the Governing Body, takes collective responsibility for ensuring that every child's academic, pastoral, and social needs are met within a compassionate and nurturing environment.

We strive to instil a lifelong love of learning in our pupils and to equip them with the skills and knowledge they need to reach their full potential. Central to our ethos is the belief that academic success opens doors to future opportunities, fostering ambition, aspiration, and informed choice. By laying strong foundations, we aim to prepare every child confidently and competently for the next stage of their educational journey into Key Stage 3 and beyond.

“It is vital that schools get this right. Every child who leaves school without the right qualifications faces a far more difficult path to fulfilling their potential and finding employment. We owe it to all our young people to ensure that they are given every chance to succeed”.

Quote from Sir Michael Wilshaw in the Ofsted 2012, Evaluation of the Pupil Premium Spending.

Challenges

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

Challenge number	Detail of challenge
1	Behaviour and Readiness for Learning
2	Below Expected Attainment for Maths & English
3	Participation in School Trips
4	Provision of Curriculum Enhancing Opportunities such as Music, Sport & Art
5	Provision of Wrap Around Care (this also links in with Challenges 1, 2 & 4)
6	Nurture & S.E.M.H. Support

7	Attendance (this also impacts upon Challenges 1, 2, 3 & 6)
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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.

Detail of challenge	Intended outcome
1. Behaviour and Readiness for Learning	As a result of timely and targeted support, children who struggle with behaviour develop greater self-regulation, leading to enhanced personal growth and improved academic achievement. This enables them to thrive and realise their full potential.
2. Below Expected Attainment for Maths & English	To have a significant and measurable impact on children previously working below expected attainment in Maths and English by enabling more targeted, high-quality support resulting in a larger number of pupils achieving at, and exceeding, the expected standard in end of year tests in Maths & English.
3. Participation in School Trips	Ensures that all pupils, regardless of financial circumstance, are able to fully participate in enriching activities and experiences. This inclusive approach broadens their horizons, allowing them to develop new skills and interests while fostering a strong sense of belonging. By removing financial barriers, pupils are free from the worry of missing out on opportunities such as educational visits and extracurricular events. As a result, their overall wellbeing improves, supporting greater confidence, engagement, and readiness to learn.
4. Provision of Curriculum Enhancing Opportunities such as Music, Sport & Art	Through participation in a wide range of activities, pupils develop a sense of belonging and connection to school life. Engaging in new experiences can ignite a passion for previously undiscovered interests, enabling children to uncover talents they may wish to pursue further. Opportunities such as school productions and musical performances not only bring joy and laughter but also foster creativity, collaboration, and self-expression. These experiences enrich the curriculum, supporting holistic development and helping

	pupils grow in confidence, communication, and cultural awareness.
5. Provision of Wrap Around Care	That all children feel equal with their peers and have the undivided attention of an adult for homework tasks. That working family pressures are minimised, as a greater flexibility can be offered to parents. This will directly impact on the family wellbeing and in turn the child's mental health. That all children can start the day with a good breakfast and a familiar routine.
6. Nurture & S.E.M.H. Support	The full attention of an adult who is genuinely interested in the children and is able to give them their undivided attention. Pupils happier and increasingly equipped for life and learning.
7. Attendance	Without good attendance none of the above are possible. By acknowledging this and working with our families we should enable our children to improve their outcomes all round.

Activity in this academic year

This details how we intend to spend our pupil premium this **academic year** to address the challenges listed above.

Teaching

Budgeted cost: £15,600

Activity	Evidence that supports this approach/Success criteria	Challenge number(s) addressed
Enhancing staff awareness and understanding of the National Curriculum across EYFS, Key Stage 1, and Key Stage 2.	Through targeted CPD, INSETs, and collaborative staff and phase meetings, teachers will deepen their understanding of curriculum progression and expectations across all key stages. This shared expertise will drive high aspirations and ensure consistent, high-quality delivery. Staff will be encouraged to engage in cross-phase and cross-school observations to refine their practice and apply pedagogical strategies effectively.	2,3,4,5

	ECTs and RQTs will follow a robust development programme supported by internal and external training providers, alongside Trust-wide development days. New staff will benefit from peer support and dedicated ECT mentors to accelerate professional growth. Subject leaders will access ongoing CPD to maintain up-to-date, responsive knowledge aligned with pupils' evolving needs, enriching the curriculum and enhancing learning opportunities.	
Retention and support of specialist staff for P.E., Hygge Enrichment Provision and curriculum art and design.	Ensure the retention of specialist staff to provide high-quality tuition and enrichment and drive exceptional pupil outcomes, both academically and emotionally. New staff members will also benefit through team teach opportunities and targeted CPD delivered by in-setting specialist teachers.	2,3,4,5

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

Budgeted cost: £6,200

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional support staff to teach small groups of pupils to enable them to achieve their potential in end of year tests.	Through test and teacher assessed results at KS2 end.	2
Free provision of Wrap Around Care	Children who are supported to do their homework and reading with a school adult who has the time and capacity to help them.	5
Additional Nurture & S.E.M.H. support sessions with an ELSA trained staff member.	Children demonstrating better life skills and socially appropriate behaviour.	6

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

Budgeted cost: £6,985

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional TA to support behaviour and ensure children are ready to learn.	Pupils are better equipped and feel supported enough to control their behaviour. Less episodes of challenging behaviour.	1
Financing of School Trips to ensure participation for academic and social/wellbeing reasons.	Number of pupils gaining new skills and are happier in school due to being able to take part.	4
Financing of curriculum enhancing opportunities such as additional music, sport & Hygge lessons.	Number of pupils taking part. Number of pupils achieving key objectives for particular areas of the curriculum related to the show.	3,4
Free provision of Wrap Around Care	Well-fed and happy children who are not preoccupied by hunger mid-morning. This in turn will have a beneficial effect on their learning and progress, and help ensure they are at minimum, reaching ARE.	1,2,4,5 & 6
Additional Nurture & S.E.M.H. support sessions with an ELSA trained staff member.	Children demonstrating better life skills and socially appropriate behaviour.	6

Total budgeted cost: £28,785

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

Impact of Pupil Premium Spending –

North Cadbury C of E Primary School - Financial Year 2024/25

Challenges

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

Challenge number	Detail of challenge
1	Behaviour and Readiness for Learning
2	Below Expected Attainment for Maths & English
3	Participation in School Trips
4	Provision of Curriculum Enhancing Opportunities such as Music, Sport & Art
5	Provision of Wrap Around Care (this also links in with Challenges 1, 2 & 4)
6	Nurture & S.E.M.H. Support

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.

Detail of challenge	Intended outcome	Review
1. Behaviour and Readiness for Learning	Children struggling to control behaviour are supported when necessary. This results in better academic achievement and children who are able to fulfil their potential.	<i>Behaviour has continued to be supported and improved. Where new children have joined the school, who have not been given targeted support previously, we have been able to offer immediate and appropriate intervention and support.</i>
2. Below Expected Attainment for Maths & English	Return to normal levels of achievement, following disruption caused by Covid-19, particularly for our	<i>Our EYFS AND KS1 data remains strong and our Year 6 SATS results range from 90-100% ARE. There is now no remaining impact from COVID.</i>

	families who did not cope with the demands of home learning. Larger number of pupils achieving at, or exceeding, the expected standard in end of year tests in Maths & English.	
3. Participation in School Trips	Pupils feel included in activities they may otherwise not be financially able to take part in. Pupils experience new skills and activities. This also ensures that children do not spend time worrying that they cannot go on trips or afford them, and leads to better wellbeing.	<i>Every child in receipt of Pupil Premium funding has had access to funded or subsidised school trips/activities.</i> <i>Uptake for PP children on school trips remains high.</i> <i>The positive impact from this is enormous and benefits areas 1, 2, 4 & 6 too.</i>
4. Provision of Curriculum Enhancing Opportunities such as Music, Sport & Art	Pupils feel passion for a new activity and feel included within school life through taking part. Pupils may find a skill they enjoy and want to progress further with, and experience a broader range of opportunities. Shows and productions give all children joy and sense of fun and laughter. Pupils learn through drama and music.	<i>Children have this year benefited from the life enhancing experiences of:</i> <i>Music – instrument lessons individually and in small/whole class groups, theatre opportunities, shared presentations and Culture Days</i> <i>Sport – team and individual sports and competitions, inter school championships, high quality after school sports clubs, professional coaching for PE lessons in school, introduction to sports they may not experience at home</i> <i>Art – visiting artists, high quality art resources and teaching and exposure to an array of art and design opportunities.</i>
5. Provision of Wrap Around Care	That all children feel equal with their peers and have the undivided attention of an adult for homework tasks. That all children are able to start the day with a good breakfast.	<i>This has been used extensively to support our children. It has allowed parents to find work, ensured a good start to the day, and allowed children to have completed their homework, have an interested adult read with them and allowed us to further monitor safeguarding and wellbeing. It has meant we are able to provide a good quality breakfast to aid nutrition.</i>
6. Nurture & S.E.M.H. Support	The full attention of an adult who is genuinely interested in the children and is able to give them their undivided attention. Pupils happier and increasingly equipped for life and learning.	<i>TLC check ins</i> <i>1:1 support when needed</i> <i>ELSA provision for blocks of 10 weeks at a time.</i>

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Our Pupil Premium spending/targeting has continued to be very effective this year, and we have seen real impact in all our targeted areas. Therefore, we will continue to use these methods as they have proven to be effective with our families. We will also support additional work towards improved attendance for some of our families with PP.