



Freshford Church School Pupil Premium Strategy Statement 2025-2026

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. Our funding allocation will focus on:

- Social and Emotional Learning
- Quality first teaching
- Wider Strategies

Our approaches will be monitored and reviewed to analyse impact on outcomes for disadvantaged pupils.

School overview

Detail	Data
Number of pupils in school	159
Proportion (%) of pupil premium eligible pupils	2.53% (4/159)
Proportion of disadvantaged pupils who have SEND	50%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2023-2026
Date this statement was published	18 th November 2025
Date on which it will be reviewed	September 2026
Statement authorised by	Caroline Ford
Pupil premium lead	Amber Lorenzo
Governor / Trustee lead	Sara Buchanan

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£11,270
Recovery premium funding allocation this academic year	£0
Pupil premium (and recovery premium*) funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0

<i>*Recovery premium received in academic year 2021 to 2022 can be carried forward to academic year 2022 to 2023. Recovery premium received in academic year 2022 to 2023 cannot be carried forward to 2023 to 2024.</i>	
Total budget for this academic year <i>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year</i>	£11,270

Part A: Pupil premium strategy plan

Statement of intent over three years:

At Freshford Church School, we deliver teaching and learning through an inquiry-based curriculum which values everyone's ideas, opinions and personal circumstance. We build on this culture in our social relationships and learning environment. The individual child and their unique learning style is at the centre of all that we do and is reflected in the pupil premium strategy. All pupils know we have high expectations for them through 100 % inclusion in challenging lessons where children are all taught together in their year group. Our intention is to eradicate educational inequity for disadvantaged and SEND children. Using high quality first teaching, pastoral support and effective engagement with parents means that each child can reach their academic and social and emotional potential. Sophisticated use of structured formative assessment and feedback ensures that impactful decisions are made about how best to adapt lessons, in the moment, enhancing the learning of PP children. All strategies used are evidence-informed and evaluated through rigorous monitoring and tracking of progress.

High quality teaching has proven to make the greatest impact on closing the disadvantage attainment gap whilst also benefitting non-disadvantaged pupils and is therefore at the heart of our approach. 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.

Where our strategies refer to '+,' this data is taken from the Education Endowment Foundation and refers to the number of months that a child is expected to progress using that strategy.

Challenges

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

Challenge number	Detail of challenge
1	Social and emotional needs can be an obstacle to a readiness to learn.
2	To ensure that progress and attainment are in line with that of their peers.
3	ACES can impact the child and their family's mental health and the ability to build relationships, including the relationship between home and school.

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.

Challenge Area	Intended outcome	Success criteria
1	In school counsellor offered to all PP children	Sustained high levels of wellbeing demonstrated through children being more able to access their learning having been given support to work on their social and emotional issues, leading to an improvement in attainment and progress.
2	PP children to make good progress due to high quality first teaching and additional support where required	PP children make at least expected progress in maths, reading and writing across the year.
3	Good school/parent relationships fostered	Homework completed (+5)

Activity in this academic year 2025-2026

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £ 0 (see Wider Strategies which includes CPD for teaching staff)

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>High Quality CPD for teaching staff from well trained and knowledgeable professionals</i>	The effects of high-quality teaching are especially significant for pupils from a disadvantaged background: over a school year, these pupils gain 1.5 years' worth of learning. (Sutton Trust)	2

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

Budgeted cost: £ 0

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional TA hours to work primarily with PP and SEND children in core subjects across all mornings	TA led in class interventions- +4. Targeted support ensures that PP children have good modelling and individual guidance in the moment.	2
<i>Additional Phonics Sessions</i>	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: +5 Phonics Toolkit Strand Education Endowment Foundation EEF	2
<i>Maths Interventions</i>	One to one tuition is an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. +5	2

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

Budgeted cost: £7475

Activity	Evidence that supports this approach	Challenge number(s) addressed
Identified children are provided with support suited to their individual needs via the BATH INCLUSION PANEL. 1:1 or group pastoral support, Thrive, family support, referral to Early Help and other professional services are provided, as well as CPD for staff.	Evidence based SEMH programmes have significant positive outcomes, including improved peer relationships, emotional regulation, self-confidence and social and emotional literacy skills. They lead to reduced emotional school-based avoidance, anxiety and challenging behaviours. Children report increased happiness and a more positive attitude to learning. In turn this has led to improved academic outcomes.	1

	Department of Education, September 2025	
Counselling	There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers.)	1
Access to AFTERSCHOOL CLUBS/ RESIDENTIAL TRIPS/ ENRICHMENT PROGRAMMES	Ofsted emphasises the importance of personal development and extending the curriculum beyond academic achievement enabling children to develop their character, including resilience, confidence and independence. It teaches children how to keep physically and mentally healthy, preparing them for future success and equipping them to be responsible, respectful and active citizens.	1

Total budgeted cost: £ 11,270

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Additional adults, TAs and high-quality teaching have enabled us to provide focused support for pupils in class; building pupils independence and confidence which, in turn, has built positive learning behaviours.

Additional adults (ELSA trained HLTA) and resources provided the capacity to work with individuals and groups of pupils to give them the skills and strategies to build friendships and to understand their feelings and emotions. The most important impact of this is that they know they are important and valued. This is fed into their home life, helping families strengthen relationships and build a positive future together.

KS1 And KS2 SATS results demonstrated high attainment across the year groups including pupil premium children.

Due to the small percentage of children receiving Pupil Premium funding, we do not publish specific outcomes so as not to identify individuals.

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

Additional academic and SEMH support.

The impact of that spending on service pupil premium eligible pupils

The additional spending ensured that there was significant progress across all subjects.

