

Pupil premium strategy statement – Frampton Cotterell Church of England Primary School

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.

School overview

Detail	Data
Number of pupils in school	294
Proportion (%) of pupil premium eligible pupils	5.1%
Academic year/years that our current pupil premium strategy plan covers (3-year plans are recommended – you must still publish an updated statement each academic year)	2025-2028 1 st year (2025-2026)
Date this statement was published	18.12.25
Date on which it will be reviewed	September 2026
Statement authorised by	The Full Governing Body – Andrew Norman (Chair)
Pupil premium lead	Debbie Fisher
Governor / Trustee lead	Amber Claydon

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£33,630
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
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>	£33,630

Part A: Pupil premium strategy plan

Statement of intent

School Context

Frampton Cotterell CofE Primary School is a one-and-a-half-form-entry school in South Gloucestershire, with 5.1% of pupils currently in receipt of for Pupil Premium funding (there is a further 3.4 percentage eligible but not yet in receipt). The 2023 IDSR indicates that both the school location and pupil base deprivation indicators are significantly below average. Mobility is low, although the school is affected by a falling local birth rate.

Statement of Intent

Our school vision is to enable all members of our community to become the best we can be within an inclusive, vibrant and aspirational environment. We are a place where individuals are accepted, nurtured, encouraged and celebrated.

Our Pupil Premium strategy aims to ensure that disadvantaged pupils develop the knowledge, skills and cultural capital they need to achieve well, foster a strong sense of belonging and thrive beyond primary education. We also consider the needs of other vulnerable pupils, including those who have, or have had, a social worker, to ensure support is targeted effectively.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This has the greatest impact on closing the attainment gap and benefits all pupils. Implicit in the intended outcomes is our ambition that non-disadvantaged pupils' attainment will be sustained and improved alongside accelerated progress for their disadvantaged peers.

In line with DfE expectations and the EEF's tiered model, our approach prioritises:

- High-quality teaching that supports all learners and has the greatest impact on disadvantaged pupils.
- Targeted academic support, guided by robust diagnostic assessment.
- Wider strategies to remove non-academic barriers, including attendance, wellbeing and access to enrichment.

We adopt a whole-school approach in which all staff take responsibility for disadvantaged pupils' outcomes and hold high expectations for what they can achieve. Our strategy is designed to secure immediate improvements and sustainable long-term impact.

Objectives

- Increase the proportion of disadvantaged pupils achieving expected standards in phonics, reading, writing and maths, closing the gap with national outcomes.
- Accelerate progress for disadvantaged pupils across all year groups.
- Ensure attendance for disadvantaged pupils is at least in line with their non-disadvantaged peers.
- Identify and address individual barriers to learning through close work with pupils and families.

Key Principles

Frampton Cotterell CofE Primary School will:

- use evidence-informed approaches and align practice with EEF recommendations
- ensure consistent access to high-quality teaching and an ambitious curriculum
- provide meaningful enrichment opportunities

- invest in high-quality professional development for staff
- create an inclusive learning environment with effective deployment of support staff
- work with families to ensure all eligible pupils receive Pupil Premium support.

Challenges

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

Challenge number	Detail of challenge
1	SEND and communication needs: A number of disadvantaged pupils also have SEND, including speech, language and communication needs. These pupils often enter school with lower starting points in vocabulary and early communication skills, which can impact academic progress and behaviour for learning. This can also impact their phonics progress.
2	Attendance and persistent absence: A large proportion of disadvantaged pupils have lower attendance and higher rates of persistent absence compared with their non-disadvantaged peers. Some also often arrive late to school. This reduces learning time, disrupts curricular continuity and contributes to slower progress, reduced engagement, and, in some cases, social or emotional difficulties.
3	Limited enrichment and cultural experiences: Some disadvantaged pupils have limited access to rich extra-curricular experiences and wider cultural activities. This can restrict their exposure to new vocabulary, experiences and knowledge, creating barriers to attainment in reading, writing, and maths.
4	Low starting points in learning: Some disadvantaged pupils start from lower baselines and find it harder to meet age-related expectations. This can impact phonics and early reading
5	Family dynamics and emotional wellbeing: Some disadvantaged pupils live in complex family situations, which can include inconsistent routines or additional home pressures. These factors can affect pupils' emotional wellbeing, resilience, and readiness to engage fully in learning, creating barriers to academic progress.
6	Early years readiness: On entry to school, some disadvantaged pupils are not school-ready and their speech is below expected. These early gaps in communication skills can affect progress across all areas of learning, including literacy, phonics and social development.

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 attainment for all disadvantaged pupils in phonics, reading, writing and maths.	By the end of 2028, we aim for disadvantaged pupils to perform at least in line with national figures in reading, writing and maths at the end of KS2.

	<p>By the end of 2028, we aim for disadvantaged pupils to perform at least in line with national figures in phonics at the end of Year 1.</p> <p>The gap between disadvantaged and non-disadvantaged pupils will reduce each year.</p>
<p>Disadvantaged pupils with SEND, including speech, language and communication needs, make accelerated progress in reading, writing and maths. They develop stronger spoken language skills, can access classroom learning confidently and demonstrate improved behaviour for learning.</p>	<ul style="list-style-type: none"> - Improved attainment and strong progress in reading, writing and maths, from their starting points - Increased engagement in lessons - Improved attainment in phonics
<p>Attendance rates for disadvantaged pupils improve, closing the gap with non-disadvantaged peers. Pupils engage consistently in learning.</p>	<ul style="list-style-type: none"> - Attendance for PP children is 95% or above. - There is a reduction in the number persistent absentees - Improved punctuality - Improved consistency in curriculum coverage - Increased engagement in lessons and school life
<p>Pupils participate in a wide range of enrichment activities, improving vocabulary, knowledge, and understanding, which supports attainment in reading, writing, and maths.</p>	<ul style="list-style-type: none"> - Increased participation rates in trips, clubs and enrichment - Improved attainment in core areas
<p>Pupils develop resilience, confidence, and positive attitudes to learning. Emotional wellbeing improves, supporting engagement and progress.</p>	<ul style="list-style-type: none"> - Improved outcomes on the wellbeing survey (OPS 3 yearly comparison, starting Spring 2026) - Improved engagement in learning activities - Children speak positively about themselves and their relationships with others, shown through pupil voice - Children are equipped with strategies for self-regulation. - Improved attainment in core areas
<p>EYFS pupils develop early communication skills and readiness to learn, enabling progress across literacy, social, and emotional areas.</p>	<ul style="list-style-type: none"> - By the end of 2028, the percentage of disadvantaged children achieving GLD is in line with the national figure or above. - Improved attainment in early reading. - The gap between disadvantaged and non-disadvantaged will reduce each year.

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: £6000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Strengthen oral and written feedback for pupils to help them identify next steps in the learning and take action to improve.</p>	<p>Providing feedback is well-evidenced and has a high impact on learning outcomes. Effective feedback tends to focus on the task, subject and self-regulation strategies: it provides specific information on how to improve.</p> <p>Different methods of feedback delivery can be effective and feedback should not be limited exclusively to written marking. Studies of verbal feedback show slightly higher impacts overall (+7 months). Written marking may play one part of an effective feedback strategy – but it is crucial to monitor impacts on staff workload.</p> <p>EEF Teaching and Learning Toolkit - Feedback</p>	<p>1, 4</p>
<p>Develop high-quality teaching through the implementation of the Frampton Way Teaching and Learning Framework, ensuring consistent, evidence-informed practice across the school, with a strong emphasis on all staff knowing their Pupil Premium pupils well.</p>	<p>Our Teaching and Learning Framework is underpinned by Rosenshine’s principles and Sherrington’s WalkThrus. This ensures consistent high quality teaching across the school.</p> <p>The average impact of metacognition and self-regulation strategies is an additional eight months’ progress over the course of a year.</p> <p>Teachers can use a variety of resources to support pupils in developing schema and connecting key concepts to understand sequential steps, and make criteria for success explicit. For example, teachers might use reflection questions, knowledge organisers, worked examples or success criteria. This supports pupils to plan, monitor and reflect on their learning.</p> <p>EEF Teaching and Learning Toolkit – Metacognition and Self Regulation</p>	<p>1, 4, 6</p>
<p>Provide regular professional development to all staff to enhance adaptive teaching practices, alongside implementing the Frampton Way Teaching and Learning Framework. Staff will receive</p>	<p>EEF Special Educational Needs in Mainstream Schools – Guidance Report (recommendation 3)</p> <p>The evidence review for this guidance report found strong evidence that high quality teaching for pupils with SEND is firmly based on strategies that will either already be in the repertoire of every mainstream teacher or can be relatively easily added</p>	<p>1, 4, 6</p>

training on scaffolding, modelling, the use of questioning, explicit instruction, feedback, TA deployment and adaptive approaches	to it.1 Teachers should develop a repertoire of these strategies that can be used flexibly in response to individual needs and use them as the starting point for classroom teaching for all pupils. The five strategies outlined in this chapter were identified as having relatively strong evidence for their effectiveness for supporting pupils with SEND. EEF Special Educational Needs Guidance Report	
Continue to work closely with the English Hub to ensure consistently high-quality teaching of phonics across EYFS and KS1. This will include targeted professional development, coaching and training for staff to secure strong subject knowledge, visiting other settings, fidelity to the school's chosen phonics programme (Little Wandle), and high-quality early reading practice.	Phonics has a positive impact on average (+5 months) with extensive evidence and is an important component in the development of early reading skills particularly for children from disadvantaged backgrounds. The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written. EEF Teaching and Learning Toolkit – Phonics	1, 4, 6
Promote high levels of oracy and spoken language in EYFS, through daily timetabled approaches, story time and teacher modelling.	On average, oral language approaches have a high impact on pupil outcomes (+6 months' additional progress). 'Oral language' refers to speaking and listening. 'Intervention' means doing something new or making a change or refinement to usual practice. Oral language interventions can therefore include approaches that emphasise speaking and/or listening in a whole class setting. They can also include targeted and small-group approaches. EEF Teaching and Learning Toolkit – Early Language Interventions	1, 4, 6

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

Budgeted cost: £11,360

Activity	Evidence that supports this approach	Challenge number(s) addressed
Provide additional phonics sessions targeted at disadvantaged pupils who require further phonics support. This will be delivered in collaboration with our partnership with the English Hub.	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: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1, 4, 6

<p>Strengthen school assessment procedures, including using the Little Wandle tracker, to ensure rigorous monitoring and tracking of pupils, with a particular focus on disadvantaged pupils, to enable early identification of need and for appropriate provision or intervention to be planned.</p> <p>The addition of NFER papers for maths and reading will support diagnostic assessment and gap identification, thorough question level analysis.</p>	<p>Small group tuition has an average impact of four months' additional progress over the course of a year.</p> <p>Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support</p> <p>EEF Teaching and Learning Toolkit – Small Group Tuition</p> <p>On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas.</p> <p>EEF Teaching and Learning Toolkit – One to One Tuition</p>	1, 4
<p>Deliver bespoke programmes such as Maths for Life and Write Dance to groups, based on their needs, to support progress and attainment.</p>	<p>Small group tuition has an average impact of four months' additional progress over the course of a year.</p> <p>Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support</p> <p>EEF Teaching and Learning Toolkit – Small Group Tuition</p>	1, 4

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

Budgeted cost: £16,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Embedding principles of good practice set out in the DfE's Improving School Attendance advice. This will involve regular monitoring and tracking of attendance, working with families, pastoral support</p>	<p>Parents play a crucial role in supporting their children's learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from our Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.</p> <p>EEF Guidance Reports – Supporting Parents DFE – Supporting the attainment of disadvantaged pupils</p>	2, 5, 6

and regular check ins.		
<p>Provide ELSA sessions and/or other pastoral intervention to support pupils' social and emotional learning.</p> <p>Use Sport Coaches, where appropriate, to provide 1:1 and small group input to develop social skills and emotional regulation.</p>	<p>Social and emotional learning approaches have a positive impact, on average, of 3 months' additional progress in academic outcomes over the course of an academic year.</p> <p>EEF Teaching and Learning Toolkit – Social and Emotional</p>	1, 5, 6
<p>Provide rich curriculum experiences and support pupil wellbeing by funding trips and residential for eligible students, as well as purchasing items of school uniform.</p>	<p>EEF evidence shows arts participation approaches can have a positive impact on academic outcomes in other areas of the curriculum. It can have a positive impact on average of 3 months additional progress.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p>	3, 5

Total budgeted cost: £33,630

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year (2024/2025), drawing on national assessment data and our own internal summative and formative assessments.

KS2 Outcomes (2024-2025)

	Cohort	Dis	Non-Dis		LA average for dis 2025	LA average for non-dis 2025	National Average for dis 2025	National Average for non-dis 2025
Cohort Pupil Numbers	42	5	37					
Reading EXP+	88.1%	20%	97.3%		57.1%	78%	62%	79%
GD (greater depth)	45.2%	20%	48.6%		14.7%	36.6%	18%	33%
Writing EXP+	90.5%	40%	97.3%		54.7%	76.5%	58%	78%
GD	11.9%	0%	13.5%		2.3%	8.1%	6%	16%
Maths EXP+	90.5%	40%	97.3%		52.9%	79.9%	59%	79%
GD	40.5%	0%	45.9%		8.6%	30.2%	13%	29%
Combined EXP+	88.1%	20%	97.3%		39.5%	66.6%	45%	67%
GD	11.0%	0%	13.5%		1.1%	6.2%	3%	10%

Phonics – Year 1 (2024-2025)

	Cohort	Dis	Non-Dis		LA average for dis 2025	LA average for non dis 2025	National average for dis 2025	National average for non dis 2025
Cohort Pupil Numbers	44	4	40					
% reaching the expected standard	70.5%	25%	75%		61.4%	84.4%	67%	84%

EYFS Outcomes (2024-2025) - there were no disadvantaged pupils in this cohort

The KS2 and Phonics school data demonstrates that disadvantaged pupils did not attain as highly as their non-disadvantaged peers across all areas, both in KS2 and in phonics. The gap between disadvantaged

and non-disadvantaged pupils is wide, and although the numbers of disadvantaged pupils in each cohort are small, the patterns of underperformance are consistent.

To help us gauge the performance of our disadvantaged pupils, we compared school outcomes with those of disadvantaged and non-disadvantaged pupils both nationally and locally. The analysis shows that in KS2, the percentage of disadvantaged pupils achieving the greater depth standard in reading was above both local and national averages. However, in all other subjects and key stages, outcomes for disadvantaged pupils were below both national and local benchmarks. The largest gap was evident in the Year 1 Phonics Screening Check.

Analysis of internal data for other year groups show that disadvantaged pupils in most cohorts are not achieving in line with their non-disadvantaged peers in reading, writing and maths. The exception is mathematics in Year 5, where the gap is narrower, and in Year 2, where gaps are smaller than in other year groups. In most cohorts, the number of disadvantaged pupils is significantly lower than the number of non-disadvantaged pupils, but despite this, the pattern of lower attainment remains clear.

Overall, the data demonstrates that disadvantaged pupils continue to underperform relative to their peers, both within school and in comparison with local and national data. These findings highlight the need for targeted and sustained intervention, particularly in early reading, where the most significant gap was identified.

We have also drawn on school data and observations to assess wider issues impacting disadvantaged pupils' performance, including attendance, behaviour and wellbeing.

The whole school attendance data for the last academic year was 94.9%. The attendance data for disadvantaged pupils was 82.4%.

Across most intended outcomes, the school did not meet the success criteria for disadvantaged pupils in 2024–25. Significant gaps remain between disadvantaged and non-disadvantaged pupils, both internally and against national/local benchmarks. The most concerning area is early reading (phonics), where the gap is widest and likely contributes to later underperformance.

Based on all the information above, the performance of our disadvantaged pupils did not meet expectations and did not achieve the outcomes we set out to achieve by 2024/2025, as stated in the Intended Outcomes in the previous PP strategy. Our outcomes were: Improved reading, writing and maths attainment among disadvantaged pupils in KS2; Improved phonics attainment among disadvantaged pupils in KS1; Improved reading, writing and maths attainment among disadvantaged pupils in KS1; Improved outcomes in EYFS so that children are prepared for the next stage in their education; Improved attendance of disadvantaged pupils.

Our evaluation of the approaches delivered during the last academic year indicate that ELSA and nurture support had a positive impact on our disadvantaged pupils. Funding was also spent effectively on enrichment opportunities such as trips, to broaden pupils' experiences. CPD on quality first teaching is beginning to have an impact on all learners but now needs to be embedded to support all pupils, including disadvantaged.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year.

Externally provided programmes

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

Programme	Provider

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