

Pupil premium strategy statement 2025-2028

This statement details our school's use of pupil premium (and recovery premium for the current academic year) 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	Condover CE Primary
Number of pupils in school	114
Proportion (%) of pupil premium eligible pupils	15%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025-28
Date this statement was published	September 2025
Date this statement will be reviewed	September 2028
Statement authorised by	Rebecca Elvins
Pupil premium lead	Rebecca Elvins
Governor / Trustee lead	Laura Clarke

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13,300
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	£13,300

Part A: Pupil premium strategy plan

Statement of intent

Our ultimate objective for pupil premium pupils is the same as for all our pupils.

We are a school that is inclusive, determined and has a desire to serve our children and community. Our aim is to develop lifelong learners who thrive, belong and achieve in our care and future of our world.

- To close the attainment gap between disadvantaged and non-disadvantaged pupils
- To ensure all pupils reach the expected standard by Y6
- To ensure good attendance

Our strategy works towards achieving those objectives by focusing on what makes most difference – quality first teaching. This in conjunction with overcoming barriers such as poor attendance, adverse early childhood experiences, early weak language skills and in some cases complex family circumstances. There is not a ‘one size fits all’ process. Staff knowledge of children, close relationships with families and flexibility in order to meet changing needs work towards achieving our objectives.

Barriers are:

- Learning gaps – in year transfer, prior experiences
- Low attainment on entry either in reception or in year transfer – due to some of above
- Poor attendance
- Adverse early childhood experiences and/or family circumstances
- Oracy

We will overcome these barriers through a range of strategies outlined in the [EEF](#) guidance documentation.

- Small group work with experienced teacher/teaching assistant focused on overcoming gaps in learning
- 1-1 support and/or over teaching
- Access to all activities/residentials /opportunities to engage with extracurricular clubs
- Non-teaching SENDCO for PP children with SEND
- Specialist learning software for reading and maths
- ELSA
- Professional learning for staff – Little Wandle phonics, reading, NCETM Maths hub, Talk for Writing, Mary Myatt

Challenges

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

Challenge number	Detail of challenge
1	Varying previous experiences and in year transfers
2	Maths - language and understanding in problem solving and reasoning KS2 recall of TT (foundational knowledge)
3	Writing - focus on structure and spelling patterns, common errors, handwriting (foundational knowledge)
4	Reading – lack of prior experience, lack of home support and engagement (foundational knowledge)
5	Adverse childhood experiences/SEMH
6	Pupils with multiple barriers
7	Attendance and punctuality
8	Oracy
9	Limited cultural capital

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
All children have a secure assessment	Monitoring shows next steps for every child are precise, shared and acted upon
EYFS attainment	GLD percentage at/above national
Reading attainment improves	Standards in phonics are at/above national Standards in reading are at/above national for Y2 Y6
Maths attainment improves	Standards in maths are at/above national for Y2 Y6 Standards in Y4 multiplication check are at/above national Gaps in all other year groups closing for PP children
Writing attainment improves	Standards in writing are at/above national for Y2 and Y6 SPAG scores at/above national
PP GDS attainment improves	Standards in reading, writing, mathematics and GPS at GDS are at/above national for Y2 and Y6 Gaps in GDS in all other year groups closing for PP children

Children have a love of reading and read widely across subjects	Standards in reading are at/above national for Y2 and Y6 Standards in phonics are at/above national for Y1 and Y2
Parental engagement with learning is good	Children are supported with daily reading, phonics and homework. Increase the number of families attending parent evenings/events
Attendance is good	Attendance overall and at PA is better than national
Oracy	Children are able to articulate their thinking verbally Children speak in whole sentences to explain their thinking and learning.
Cultural capital	Accessibility to cultural capital experiences

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 (for example, CPD, recruitment and retention)

Budgeted cost: £9,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Use of accurate system of assessment which pinpoints next steps	Embedding Format Assessment EEF The Great Teaching Toolkit Evidence Based Education	1, 2, 3, 4, 6
Inclusive practice	Five a day: supporting high-quality teaching for pupils with SEND EEF EEF Blog: What do we mean by 'knowledge rich' anyway? Curriculum and Assessment Review Interim Report publishing.service.gov.uk	1, 5, 6, 7, 8, 9
Mary Myatt training High challenge, low threat tasks, stem sentences Task design	Great Teaching Toolkit - Evidence Review Cognitive science approaches in the classroom EEF	1, 3, 4, 6, 8, 9
Talk for Writing training	The writing framework publishing.service.gov.uk	1, 3, 4, 6, 8

	Improving Literacy in Key Stage 2 EEF Early Literacy EEF	
NCETM maths mastery SHaW workgroups and leadership groups	Mastery learning EEF Early Mathematics EEF Improving Mathematics in Key Stages 2 and 3 EEF	1, 2, 5, 6, 8, 9
WellComm Reception and nursery	WellComm – GL Assessment	1, 5, 6, 8
Ensure the structured reading curriculum across Key Stage 1 and 2 is embedded so that it enables pupils to make accelerated progress.	Reading comprehension strategies EEF The Reading House EEF	1, 4, 5, 6, 8, 9

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

Budgeted cost: £1,750

Activity	Evidence that supports this approach	Challenge number(s) addressed
Maths intervention including over teaching, TT Rockstars, additional Mastering Number	Literacy and numeracy catch-up strategies publishing.service.gov.uk Mathematics guidance: key stages 1 and 2 publishing.service.gov.uk	2, 5, 6, 8
Phonics, Reading, spelling and writing interventions eg Little Wandle, Spelling Shed, Literacy Gold	Phonics EEF Early Years Toolkit EEF Teaching Assistant Interventions EEF	1, 3, 4, 5, 6, 8
Handwriting – Penpals and Little Wandle	The writing framework gov.uk	3, 5, 6
Language intervention WellComm, communication book, Widgit	Oral language interventions EEF	1, 4, 5, 6, 8
1:1 and small group targeted support	Small group tuition EEF	1, 2, 3, 4, 5, 6, 8, 9

EHCP PP intervention teaching and life skills approach	Improved confidence, resilience and SEMH (DfE evaluation Life Skills Programme 2021) Special Educational Needs in Mainstream Schools EEF	2, 3, 4, 5, 6, 8, 9
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £2,050

Activity	Evidence that supports this approach	Challenge number(s) addressed
ELSA training	Anxiety is a key barrier to children's attendance and level of attainment EEF confirms 4 months additional progress Improving Social and Emotional Learning in Primary Schools EEF	5, 6, 7
Tracking of enrichment	Improved confidence, resilience and social skills as well as communication.	5, 6, 7, 9
Parental engagement with learning via on-site sessions and Seesaw	Parental engagement EEF Working with Parents to Support Children's Learning EEF	1, 2, 3, 4
EWO – Shropshire Council	Working together to improve school attendance publishing.service.gov.uk Toolkit for schools: communicating with families to support attendance gov.uk	1, 5, 7
Music enrichment (choir opportunities, 1:1 music tuition)	Opportunity for all: strong schools with great teachers for your child publishing.service.gov.uk	1, 5, 6, 7, 9
LYFTA	Opportunities to broaden pupil outlook on life, opportunities for growth and exploration within a global context	1, 5, 8, 9

Total budgeted cost: £13,300

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 our pupils in the last 3 academic years

Early years

2024-2025 – 76% of pupils achieving a Good Level of Development (National 68%)



2023-2024 - 81% of pupils achieving a Good Level of Development (National 68%)



2022-2023 - 78% of pupils achieving a Good Level of Development (National 67%)

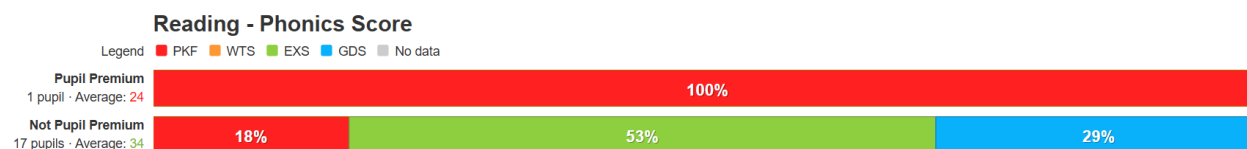


Phonics – Y1

2024-2025 – 86% of pupils passing in Year 1 (National 80%)



2023-2024 - 78% of pupils passing in Year 1 (National 80%)



2022-2023 - No pupil premium eligible pupils

Phonics – Y2

2024-2025 – 89% of pupils passing in Year 1 (National 89%)

Reading - Phonics Score By Y2



2023-2024 - 88% of pupils passing in Year 1 (National 89%)

Reading - Phonics Score By Y2



2022-2023 - 100% of pupils passing in Year 1 (National 89%)

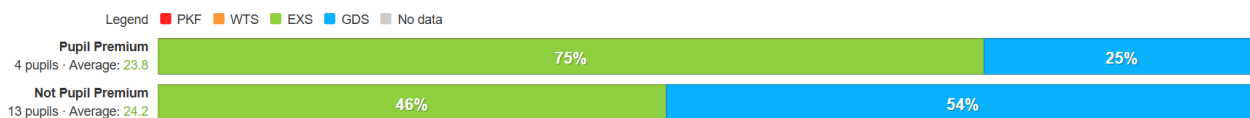
Reading - Phonics Score By Y2



MTC – Y4

2024-2025 – 47% of pupils scoring full marks (25/25) (National 37%)

Maths - MTC



2023-2024 – No pupil premium eligible pupils

2022-2023 – 14% of pupils scoring full marks (25/25) (National 29%)

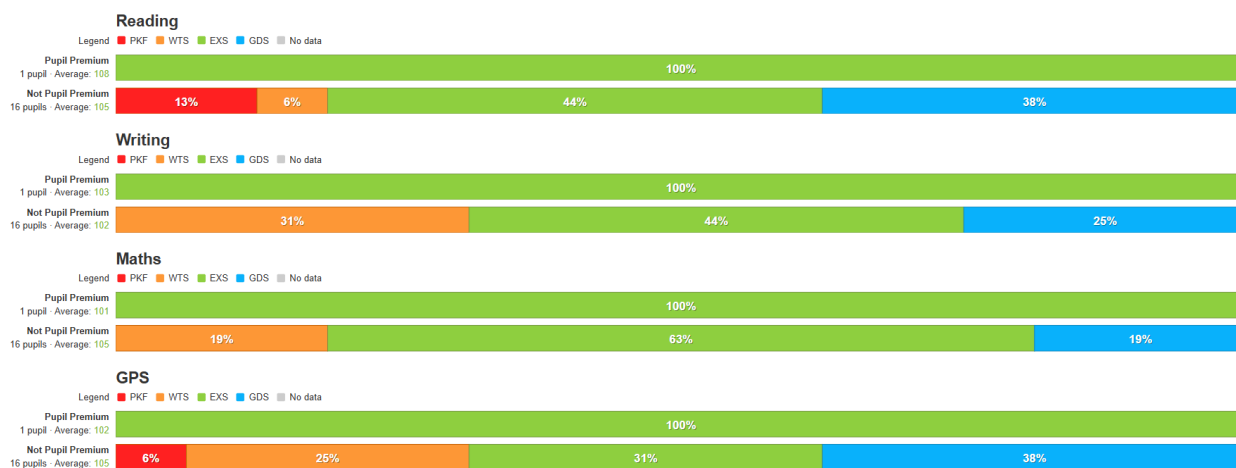
Maths - MTC



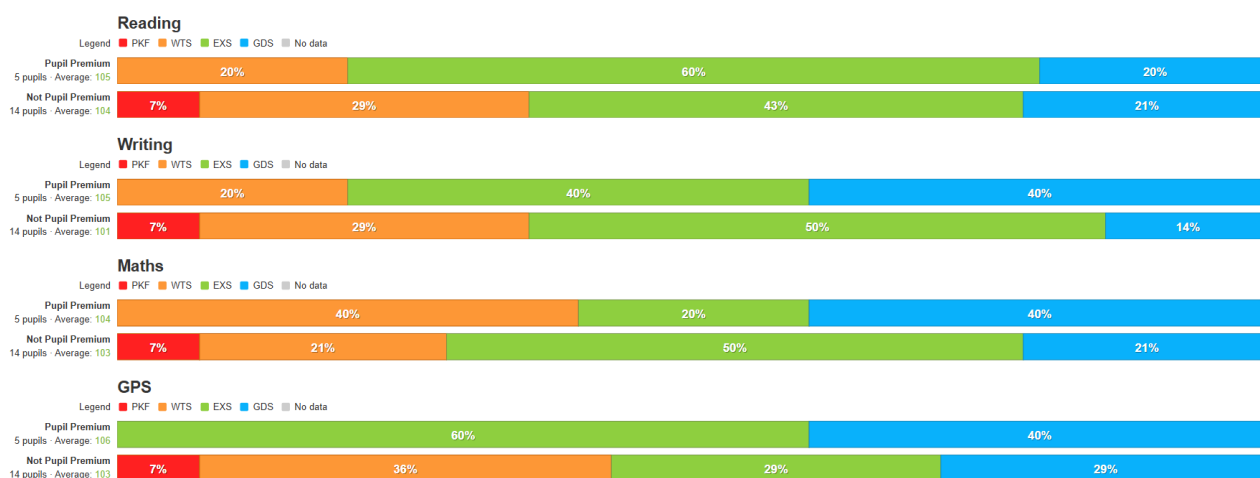
SATs – Y6

2024-2025- No pupil premium eligible pupils

2023-2024



2022-2023



Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England

Programme	Provider
Talk for Writing	Pie Corbett
WellComm	GL
Mastery in mathematics	NCETM
Times Table Rockstars	TT Rockstars
Spelling Shed	Edshed
Literacy Gold	Literacy Gold