

Ilchester Community Primary School Pupil Premium strategy statement 2026-2027

This statement details our school's use of pupil premium 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	Ilchester Community Primary School
Number of pupils in school	265
Proportion (%) of pupils eligible for Targeted Pupil Premium	5% (Funding)
Proportion (%) of pupils eligible for Expanded Pupil Premium	6% (No funding)
Proportion (%) of service children eligible pupils	49%
Academic year that our current pupil premium strategy plan covers	2026-2027
Publish Date	1 st September 2026
Review Date	20 th July 2027
Statement authorised by	Michelle Mordue
Pupil Premium Lead	Matt Bowles
Pupil Premium Governor Lead	Dan Green

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 57,970
Recovery premium funding allocation this academic year	£0
School Led Tutoring grant	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£
Service Premium received this year	£

Statement of intent

At Ilchester Community Primary School, we provide a high quality of education for all of our pupils regardless of ability or background. We acknowledge, however, that the educational outcomes for children eligible for the Pupil Premium Grant and the Service Grant nationally are not as high as the attainment of those children not eligible

With this in mind, we have prioritised our spending so that the children within these pupil groups have the best targeted help to enable them to do at least as well as their peers in both the core areas of Mathematics and English, as well as in other areas of their education.

We also acknowledge that there are non-academic challenges that our pupils face that can negatively affect their education and impact their access to learning, for example: attendance, wellbeing, mental health and safeguarding concerns and access to community links. We aim to support our pupils in these areas by drawing on the funding of staff, enrichment, and resources.

The school has selected to target academic support, emotional support, family learning support and attendance, as well as other tangible and practical measures such as school uniform and help with educational trips. Every area of expenditure has been rationalised in terms of the impact that the grant will have on improving the educational outcomes of the children in our care. The school will measure the impact of any intervention by seeing how closely matched eventual end of the year outcomes are to the intended outcomes.

Main Barriers to educational achievement for a number of our pupils at Ilchester Community Primary School

These encompass a whole range of factors including:

- A significant number of children come from the service community. We aim to ensure effective transition for these children (at times of arrival and deployment) and ensure that they are socially and emotionally secure.
- Socio- economic background (low-income average, unemployment and low access to health provision)
- Irregularity of home routines which in turn lead to behavioural difficulties, parental presence and stability and low attendance
- Language difficulties experienced by pupils who have limited oracy on entry to school and English as an Additional Language (both on entry and throughout school career)
- Social, Emotional, Mental Health (SEMH) barriers
- Low aspiration for future lives.

Our attitude to all these barriers, however, is that with help they can all be overcome and that all children educated here can, and do, achieve well whatever their starting points. It is also our intent that whether a child attends for 3 months, 3 terms, 3 years or indeed

their whole primary schooling we add value to their educational experience and outcomes academically, socially and pastorally.

Challenges

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

Challenge number	Detail of challenge
1	Socio-economic background. We aim to ensure that in Reading, Writing and Maths our disadvantaged and service children close the gap attain as well in their as their non-disadvantaged and non-service peers, in school and nationally.
2	SEMH needs We aim to ensure our disadvantaged pupils have their social, mental and physical health needs met so they can achieve their best at all times.
3	Attendance We aim to ensure attendance of our disadvantaged children is higher than the national average.
4	Parental engagement and home learning We aim to ensure there is more parental engagement with our parents of pupils entitled to Pupil Premium funding.
5	Aspiration is low or limited We aim to ensure our disadvantaged children are taught a broad curriculum, with enhanced enrichment.

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
<u>Challenge 1</u> There will be a narrowed gap in attainment and progress between our PPG children and their non-PPG peers, Service children and their non Service child peers, in school and nationally.	PPG and service pupils will reach the expected standard for their year group in Reading, Writing and Maths. Attainment in statutory data will be in line with their non-PPG and non-service peers. PPG and service pupils will achieve a Good Level of Development, pass their Phonics Screening (Y1) and MultiplicationCheck (Y4). Targets set are ambitious and staff ensure there is rigour throughout the whole curriculum.

	Teachers and pupils adapt the curriculum to meet the needs of individual pupils to ensure all pupils achieve. The school provides a varied and enriched curriculum with wider learning opportunities for all; children are aware of their local community and play an integral part within it. Regular assessment of pupil's knowledge and attainment are carried out to identify any areas for intervention. Interventions are personalised to the pupil's needs and are swiftly implemented to ensure all pupils make the progress expected of them. This is paramount for service children who join us mid-year or are only with us for a short period. Teachers and Teaching Assistants receive high quality CPD, coaching and mentoring to deliver successful intervention programmes alongside quality first teaching. Pupils are encouraged to become confident, independent learners to develop the skills essential to achieve year group expectations. Rigorous monitoring of progress, attainment and interventions ensure that all children achieve.
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<u>Challenge 2</u> To ensure our disadvantaged and service pupils have their social, emotional, physical and mental needs met and can achieve their best at all times.	PPG and service pupils will have their social, emotional and mental health needs met. They will have reduced barriers to learning. There will be continuation of the work of the FLW to support and narrow the gap for PPG and SPPG children and their families. Pupils develop and maintain healthy peer networks through the wider opportunities provided.
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	Play leaders and class monitors and school council reps, fosters a sense of responsibility and pride in the school community; pupils have a strong sense of wellbeing and belonging. Teachers have high expectations of all pupils and have a consistent and boundaried approach to all aspects of learning. Targeted interventions and support programmes ensure that barriers to learning are overcome. Programmes such as SASP mentoring, Jump start, TLE Sports sessions increase engagement , belonging and confidence. Use of FLW to work with families to support pupil's social and emotional wellbeing. To provide long term mentoring for pupils in need of in depth SEMH support (Counselling, Play therapy and Promise Works). A values led approach ensuring the pupils receive a holistic education ensuring that personal development is a priority. A dedicated Emotional Literacy Support Advisor offering short and long term interventions supporting self-esteem, regulation, friendships and emotion support. Regular, relevant CPD around SEMH for all staff to be able to offer both reactive and proactive support ensuring unconditional positive regards for all our families and pupils. Outreach support from the South Somerset
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	Partnership School including specific Art and Music Therapy.
<u>Challenge 3</u> To ensure attendance of our PPG and service children is higher than the national average.	Whole school attendance will be above 95%. The percentage of PPG and service children's attendance will be higher than the National Average. Persistent absentees for all children will be better than the National Average. The school's fixed term exclusions will be below 2%. Use of FLW to work with families to support pupil's social and emotional wellbeing to reduce EBSA FLW to support Early Help with our youngest pupils and families new to Ilchester Targeted interventions and support programmes ensure that barriers to learning are overcome.

	Transparent and open communication to parents on the adverse effects of pupils being late or not attending the school. Regular monitoring and parent meetings to support attendance including introduction of Pastoral support Plans when needed. FLW to work with the whole family to look at barriers to attendance and education holistically.
<u>Challenge 4</u> To ensure there is more parental engagement with our parents of pupils entitled to PP funding and the service grant.	Support will be offered to parents in a range of areas such as: financial support, child behavioural support, physical and mental wellbeing, drug and alcohol support, domestic abuse, positive parenting skills, and parental SEN support. Designated FLW to support service families and provide signposting. Parent partnership workshops for families to share positive learning experiences. Workshops to include Writing, Maths, Phonics, Reading, creative workshops and internet safety. These will improve pupil's educational outcomes. Mental Health Support Team (MHST) provides specific parenting workshops such as; Tuning into kids, managing big emotions Meet the teacher meeting at the start of term. Mid year parent meetings for SPP children when they are deployed to Ilchester. Coffee mornings to support parents and share knowledge.

<u>Challenge 5</u> To ensure our disadvantaged and service pupils are taught a broad curriculum, with enhanced enrichment.	All PPG and service pupils will attend school trips across the school. Disadvantaged children will participate in after-school clubs. All pupils will have the opportunity to engage in regular community events and feel a sense of belonging. PPG pupils will be supported to learn a musical instrument via both peripatetic private tuition and a commitment to wider opportunities to music. Regular visitors into school to support wider enrichments and culture capital. Our PP pupils will feel happier and more secure at school and will access a full curriculum with culture capital being intrinsic. Regular workshops to support personal development i.e. NSPCC. Police workshops, Equality and Diversity.
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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 (to include CPD, recruitment and retention)

Budgeted cost: £4,060

Activity	Evidence that supports this approach (<i>Sutton Trust/Education Endowment Fund</i>)	Challenge number(s) addressed
Dedicated leadership and management time to ensure teaching is of a consistently high standard across the school.	The EEF - tiered approach to Pupil Premium spending states that: <i>‘ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school and should rightly be the top priority for Pupil Premium spending.’</i> Designated time for leaders to support teachers will lead to a higher % of good and outstanding teaching within the school. Leaders can analyse the progress gap between PPG and non-PPG children, and this will decrease further in Reading, Maths and Writing. Staff will be given the opportunity to observe in other year groups and develop their own understanding and pedagogy into practice. Subject leader CPD opportunities will ensure leader’s knowledge remains current and relevant to the pupil’s needs, new learning opportunities for pupils will enrich the curriculum further.	1

Developing staff awareness and understanding of the National Curriculum across EYFS/KS1 and KS2	Through staff CPD, INSETs, Staff and Phase Meetings, teachers will gain a better understanding of their year group curriculum. This will include those above and below the year group they teach. This enhanced knowledge will ensure high aspirations for all pupils and a deeper understanding, particularly with regards to English and Maths. They will have a broad knowledge in supporting all the children they are teaching including mixed-age groups. There is an opportunity every week for standardisation and moderation between classes via 'book looks'. This ensures that all staff are aware of the expectations in both previous and future year groups. Staff will be actively encouraged to observe in other year groups and schools to develop their own understanding and put pedagogy into practice.	
	Revised training programmes for ECTs will reflect a greater emphasis on pedagogy and putting this into practice in the classroom to improve pupil's outcomes.	

Targeted academic support

Budgeted cost: £ 32,540

Activity	Evidence that supports this approach	Challenge number(s) addressed
Focused full time LSA support in each class 1:1 LSAs to support interventions in order to close gaps in learning	The EEF - tiered approach to Pupil Premium spending states that: <i>'Evidence consistently shows the positive impact that targeted academic support can have, including on those who are not making good progress across the spectrum of achievement.'</i> LSAs will be supporting focused, individualised educational plans outside of the classroom for children who are not yet reaching age related expectations. Some of these children will be disadvantaged. (* 5 months) There will be more LSAs trained and more designated time for the children to be heard through specific oracy interventions as highlighted in the DFE report on writing.	2, 3
Educational Psychologist support	Additional support secured for children requiring Educational Psychologist support, many of whom are entitled to pupil premium. This will enable support given for the most complex needs. As a school we pay for double the allocated educational psychology hours. This also accommodates the transient nature of our service pupils. The school, children and	2,3

	families will feel better supported in specific areas of need. This is evident in the increased number of EHCPs and the positive impact of interventions across the school.	
Precision teaching and specific interventions.	The Little Wandle for Letters and Sounds Rapid Reading catch up alongside precision spelling and reading teaching are recommended programmes to support and improve language skills and develop children's reading, vocabulary and listening skills as well as phonological awareness. (Proven rate to double progress from years 2-9)	1
High quality homework and engagement with home learning	Provide all pupils with CGP books to support learning at home in English and Maths. PPG pupils invited to participate in homework clubs and receive adult support outside of normal school hours. We also fund Times Table Rock Stars and Numbots to support arithmetic fluency (which was an identified focus area). (* 5 months)	1, 4

Wider strategies

Budgeted cost: £21,370

Activity	Evidence that supports this approach	Challenge number(s) addressed
Employment of Family Support Worker	The EEF - tiered approach to Pupil Premium spending states that: 'non-academic barriers to success in school, including attendance, behaviour	2,3,4

	and social and emotional support must be specific to community need.' The Family Support Worker is also be a Deputy Designated Safeguarding lead and they will offer 1:1 support for families in the most need. The Family Link Worker supports Home and parental engagement (home visits for attendance and neglect queries) and strengthens the links with the Armed Forces and encourages community links with local charities and the Yeovil food bank and clothes bank. The FLW will support signposting parents to food banks, EBSA, emotion coaching and engagement with school and education with a bottom up approach to support our families with the greatest need. (* 4 months)	
Purchase of school uniform and P.E kit.	It is imperative that pupils are treated the same, and that they look the same too to avoid stigma. The school clothes bank will provide the correct uniform and PE kit for those PPG students who do not have it.	2
SEMH Groups /ELSA Support Sasp mentoring/Mentoring/ 1:1 Alternative Provision	SEMH interventions seek to improve attainment by reducing challenging behaviour. Pupils have time to explore their surroundings and feel supported to raise challenges and difficulties. SASP mentoring to support SEMH difficulties for both PPG and SPPG children. This will support emotional dysregulation and ensure children are able to access learning. 1:1 Alternative Provision supports children with both SEN and SEMH needs. This allows focused teaching for other children and adjusted support for those requiring reasonable adjustments.	1, 2, 4

Curriculum enrichment through after school club, school trips subsidies	All children, including Pupil Premium children encouraged to take part in activities to support life skills. Large range of subsidised after school enrichment clubs and school trips. Peripatetic music lessons funded for PPG children. Subsidised residentials for pupils in Years 4 and 6. These opportunities will result in pupils feeling passion for a new activity and they will feel included and a sense of belonging Pupils may find a skill that they enjoy and want to progress further with. Shows and productions will give all children joy and sense of fun and laughter. Children will want to attend school, and this will have a positive impact on attendance data. The introduction of our new 'Forest School' provision will support school attendance, risk taking and a return to physical, childhood experiences. (* 2 months)	3, 5
Family Learning	The EEF states that: 'involving parents in education benefits their children's academic outcomes.' Time for children to work with their parents on Maths, English and creative activities. Encouraging parental engagement can include workshops to improve literacy or IT skills, general approaches such as encouraging parents to read with their children as well as more intensive programmes for families in crisis. Although parental engagement is associated with pupil success, evidence on methods of encouraging it is inconclusive although studies suggest that it is often easier with parents of very young children. This year there are planned workshops for every	4

	year group on a termly basis to support parental engagement and improve outcomes.	
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Total budgeted cost: £104,336

Part B: Review of outcomes in the previous academic year.

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

Our pupil premium grant fluctuates due to the transient nature of our school. Many of our families face deprivation despite not being eligible for the PPG due to their service personnel status as they often fall short of the threshold. This brings its own challenges when supporting pupils. However, the challenges of modern-day living cannot be ignored, and they will also be heightened through the global recessions and increasing costs of food, energy etc. Employment and local Government cuts will continue to impact on the lives of our disadvantaged pupils.

We can learn from the positive strategy that was in place last year.

2025-2026 Report

Data:

EYFS

50% of PPG pupils achieved GLD (4 pupils)

KS1

50% of Year 1 PPG pupils passed the phonics check (2 pupils)

50% of PPG pupils in Y2 achieved ARE in Reading (50% GDS)

50% of PPG pupils in Y2 achieved ARE in Writing

50% of PPG pupils in Y2 achieved ARE in GPS

50% of PPG pupils in Y2 achieved ARE in Maths (50 GDS%)

50% of PPG pupils in Y2 achieved ARE in RWM combined

70% of PPG pupils in Y6 achieved ARE in Reading (20% GDS)

70% of PPG pupils in Y6 achieved ARE in Writing (10% GDS)

70% of PPG pupils in Y6 achieved ARE in Maths (10% GDS)

70% of PPG pupils in Y6 achieved ARE in GPS (10% GDS)

70% of PPG pupils in Y6 achieved ARE in RWM combined. (10% GDS)

Service Pupils

EYFS

88% SPP achieved GLD

KS1 SPPG

95% SPP passed the phonics check

88% of SPPG pupils in Y2 achieved ARE in Reading (38% GDS)

81% of SPPG pupils in Y2 achieved ARE in Writing (31% GDS)

92% of SPPG pupils in Y2 achieved ARE in Maths (35% GDS)

81% of SPPG pupils in Y2 achieved ARE in RWM combined. (19% GDS)

KS2 SPPG

93% of SPPG pupils in Y6 achieved ARE in Reading (37% GDS)

93% of SPPG pupils in Y6 achieved ARE in Writing (22% GDS)

93% of SPPG pupils in Y6 achieved ARE in Maths (7% GDS)

93% of SPPG pupils in Y6 achieved ARE in RWM combined. (19% GDS)

Attendance:

Whole school attendance was above national average.

Ilchester Primary School: **94.9%**

Exclusions:

Exclusion / suspension rate for our PPG pupils was very low. Over the course of 2025/2026 no PPG pupils were suspended / excluded.

Additional information:

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
N/A	N/A

Service pupil premium funding

Measure	Details
How did you spend your service pupil premium allocation last academic year?	We use the same principles and methods for our Service Pupil Premium funding and outcomes. Pupils were provided with nurturing and relationship building interventions including SEMH group, Art Therapy, Time to Talk sessions and outside provision. Training for staff to provide key attachment relationships was provided.

What was the impact of that spending on service pupil premium eligible pupils?	All supported service pupil premium eligible pupils made at least expected progress. Group sessions have been the most effective way to meet the social and emotional needs of pupils who have had different experiences over the past year. The introduction and use of FLW to support families holistically has been transformative.
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Further information