

Pupil premium strategy statement – Congerstone Primary School

School overview

Detail	Data
Number of pupils in school	187
Proportion (%) of pupil premium eligible pupils	3.7%
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)	2026 - 2029
Date this statement was published	31 st Dec 2025
Date on which it will be reviewed	31 st Dec 2026
Statement authorised by	Anthea Lawton
Pupil premium lead	Anthea Lawton
Governor / Trustee lead	Hannah Wood

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£10,360
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>	£10,360

Part A: Pupil premium strategy plan

Statement of intent

Congerstone Primary School is a vibrant, happy, and nurturing community, supported by a hardworking, enthusiastic, and dedicated staff team. As a single-entry primary school in Congerstone, we are proud to be the third most rural primary school in Leicestershire.

We recognise that while many of our children begin their education from a strong starting point, early intervention is essential to ensure every child thrives. Our current focus is on language development in all its forms, with a clear emphasis on vocabulary, oracy, speaking, and reading. We continually refine and improve our practice in this area, developing a curriculum that provides every child with a strong foundation and sustained progress throughout their time with us.

Our vision is to equip all pupils with the knowledge, skills, and opportunities they need to succeed, ensuring equal access to learning and achievement. We foster a strong ethos of inclusion and adopt a compassionate approach to engaging and supporting both children and parents.

At Congerstone Primary School, we are committed to ensuring that every pupil—regardless of background or circumstance—has access to a high-quality education that enables them to flourish academically, socially, and personally. Our Pupil Premium strategy is driven by the belief that disadvantage should never be a barrier to success.

We understand that disadvantaged pupils may face challenges such as lower starting points, reduced access to enrichment opportunities, or wider social and emotional barriers. Our intent is to address these challenges through a strategic, evidence-informed approach that:

- **Raises attainment and accelerates progress** so disadvantaged pupils achieve in line with, or beyond, their peers.
- **Closes gaps in literacy, numeracy, and subject knowledge** to ensure all pupils can access the full curriculum.
- **Removes barriers to learning** by supporting wellbeing, attendance, behaviour, and readiness to learn.
- **Provides high-quality teaching first**, supplemented by targeted academic interventions and carefully planned wider strategies.
- **Promotes aspiration, resilience, and ambition**, preparing disadvantaged pupils for future education, employment, and life.

Our approach is rooted in the Education Endowment Foundation (EEF) evidence base and built upon three key pillars:

1. **High-quality teaching** – the most powerful lever for closing gaps.
2. **Targeted academic support** – using data and diagnostic assessment to personalise learning.
3. **Wider strategies** – tackling non-academic barriers such as attendance and enrichment.

We will prioritise *Quality First Teaching* as our central strategy, recognising that excellent teaching is the most effective way to close disadvantage gaps (EEF, 2025). All interventions will supplement—not replace—high-quality classroom practice. Through robust diagnostic assessment, we will identify specific needs and ensure our approach is responsive to individual pupils’ starting points and barriers.

Challenges

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

Challenge number	Detail of challenge
1	Some pupils present with diverse needs, including SEND and social-emotional challenges such as ADHD and communication differences. These unique profiles provide opportunities for targeted support and tailored strategies to enhance engagement and achievement.
2	Internal and external assessments indicate that maths attainment among disadvantaged pupils is below that of non-disadvantaged pupils. Across the school, disadvantaged pupils perform 29% below their non-disadvantaged peers
3	Ensure disadvantaged pupils are fully included in enriching wider-curricular opportunities, broadening their horizons and strengthening their 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
The progress and attainment of disadvantaged pupils will improve to at least be in line with the National Average.	The gap between disadvantage and Non-disadvantage students will close to be the same or better than National results.
Disadvantaged students to participate in a wider range of enrichment activities offered at Congerstone Primary School.	Tracking of extra-curricular activities used to prioritise and direct disadvantage students to engage with enrichment activities. DS students will have socioeconomic barriers removed to support the development of skills essential for the curriculum on offer. DS students have excellent careers programmes including access to HE institutions/experiences.
To manage emotional needs of PP children and raise self-esteem. To offer emotional support on a needs basis	Disadvantaged children having ELSA will have improved scores on the Boxall profile and a positive pupil voice • Improvement seen in the classroom in relation to pupil learning.

	• All disadvantaged children accessing interventions make good or better progress across the year.
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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: £ 3100

Activity	Evidence that supports this approach	Challenge number(s) addressed
Develop the curriculum to focus on evidence-based strategies to support quality first teaching	Our approach is grounded in robust, up-to-date evidence showing that embedding quality-first teaching through structured, evidence-based strategies enhances outcomes for disadvantaged pupils. Recent EEF-funded trials rigorously evaluated interventions aimed at boosting attainment for socio-economically disadvantaged learners EEF. This is further supported by the EEF toolkit that suggests that teaching and learning strategies, such as effective feedback, can significantly impact outcomes so this will continue to be a focus for us this year-with a sharp focus on our disadvantaged students	1,4,5
Purchase and use of standardised diagnostic assessments	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction	2,3
Provision of specific revision material for examined year groups.	Where revision/homework requires specific revision materials this can be difficult for them to access the correct resources. Therefore, subsidising the cost has proven effective in increasing access to the necessary educational resources. The subsidising of revision guides supports our strategies relating to meta-cognition and self-regulation because our teachers instruct and teach pupils how to use them effectively, which in turn helps the pupils become more independent and lead their own learning.	2,3

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

Budgeted cost: £ 2760

Activity	Evidence that supports this approach	Challenge number(s) addressed
Conduct baseline assessments to identify target groups at the start of the academic year (maths in particular)(Years 1– 6 Autumn Term)	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction: EEF – targeting Quality First Teaching to cover gaps from missed education builds confidence of children working within their attainment groups. Education Endowment Foundation EEF Standardised tests Assessing and Monitoring Pupil Progress Education Endowment Foundation EEF Shine Intervention Package linked to gap analysis	2,3
Staff training on adaptive teaching	Feedback: The engine room of adaptive teaching EEF	2,3
Staff Development: Developing Quality first Teaching for all staff through staff training, CPD sessions. Curriculum and knowledge development through attending external training form LCC and accessing National College to support subject development	https://educationendowmentfoundation.org.uk/supportfor-schools/school-planning-support/1-high-qualityteaching	2,3
Introduce new Writing curriculum which ignites and engages children		2,3
High quality provision within the classroom.	EEF Direct instructional role to add value to the teaching (+4 months)	2,3

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

Budgeted cost: £ 4500.00

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increased parental engagement through	Parental Engagement (EEF +4 months)	5

regular contact by class teachers Opportunities throughout the year for parents to visit the school and embrace the community through various activities such as productions, workshops and special events.		
Head teacher to monitor the attendance of disadvantaged pupils, build relationships with families and implement support strategies where needed	Poor attendance is both a symptom and a cause of poorer educational outcomes, especially for disadvantaged pupils. Regular absence, especially unauthorised absence, has been shown to widen the attainment gap. https://www.theguardian.com/education/2025/mar/17/unauthorised-school-absence-widening-disadvantage-gap-in-england?utm_source=chatgpt.com EEF has specific guidance on “Supporting School Attendance” which suggests: Having a clear attendance strategy, roles/responsibilities established (often via a dedicated attendance officer or team). https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance?utm_source=chatgpt.com EEF Incentives and rewards and consequences. Recent reporting (NFER) shows that combining rewards with sanctions can improve engagement from pupils. https://www.theguardian.com/education/2025/mar/27/ipads-pizzas-praise-stamps-pupils-rewards-boost-school-attendance?utm_source=chatgpt.com	5
Development and formation of a Forest School Provision	Children are stimulated by the outdoors and typically experience and increase in self belief, confidence, learning capacity, enthusiasm, communication and problem solving skills and emotional well-being Forest Schools: impact on young children in England and Wales - Forest Research 12_24-12-2019.pdf	1
Additional ELSA sessions to help children understand feelings and behaviour and how this impact on learning self-confidence and friendships. • Provide Positivity Ambassador training for some identified children in Y5/6	There is extensive evidence to show that children who are able to emotionally regulate their feelings achieve greater academic success with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers): https://educationendowmentfoundation.org.uk/public/files/Publications/SEL/EEF_Social_and_Emotional_Learning.pdf	
Weekly music lessons for KS2 children to develop selfconfidence and raise selfesteem. Including clearly articulating themselves in a 1:1 situation	1:1 music lessons provide an opportunity for purposeful, curriculum focussed dialogue and interaction; speaking, listening and a combination of the two which impacts on self- confidence, supports metacognition and provides opportunities like other children have https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	

Opportunities to attend residential trips, day trips and swimming		
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Total budgeted cost: £10360

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

Throughout 2024-25 we have;

- Provided frequent, timely support and/or challenge intervention which is carefully planned to meet child's needs and complements quality classroom teaching. Pupil premium children drive the focus of any groups. Other children join them if it is to the benefit of PP child (* all staff are aware of and work together to support pupil premium children and those who are vulnerable across all aspects of school.)
- Worked to remove identified challenges to learning through appropriate support and/or challenge in class or within groups. Sometimes this works better as part of a small group.
- Worked to maximise attendance; children feel supported in school
- Worked with professional services to ensure children's needs are being met through their support and guidance by attending meetings and courses or through professional consultation e.g Educational Psychologist

	PP	All
% at expected or above RWM	51%	51%
% at expected or above reading	100%	76%
% at expected or above writing	71%	56%
% at expected or above maths	43%	72%

Attendance for all children is in line with all children

Pupil Premium	All
96%	96%

- Children have been challenged to explore with reading material such as Aquila, The Week, First News. 1:1 support materials have been purchased and used e.g Power of 2 for small steps progress & improved confidence.
- ELSA talk & wellbeing support has aided concentration in lessons and increased confidence to manage feelings.
- Additional sessions were provided for some children to increase confidence in bike riding as some don't own a bike. Bikes were also provided for a small number of children so they could take part in 'bikability sessions' alongside their peers.

- Music lessons have provided valuable opportunities to improve motor skills and perform alongside their music teachers in front of the school – These children showed increased confidence to talk/perform in front of others. Providing a feeling of success in a different area of learning
- Children experienced a residential trip away from home, some for the first time (Y2/3 and Y4/5) Children confidently joined in and tried new things.
- Using sports premium, KS2 children were offered access to sports clubs after school. Zumba and Tri Golf provided clubs these children were happy to engage in; some joining a sports club for the first time due to the sports that were on offer. Providing further opportunities to try something different

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
Timestable Rock Stars	Maths Circle
Music Lessons	Mrs Mitchell JAM
Intervention programme	Hachette
Bikeability	LCC
Positivity Ambassadors	LCC

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***

The impact of that spending on service pupil premium eligible pupils

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, implementation and evaluation, or other activity that you are delivering to support disadvantaged pupils that is not dependent on pupil premium funding.