Diocese of Salisbury Academy Trust
'Beyond expectations for all of God's children'

Cranborne CE First School

Pupil premium strategy statement

This statement details our school's use of pupil premium funding for the 2025-2026 academic year 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	Cranborne CE First School and Nursery
Number of pupils in school	61
Proportion (%) of pupil premium eligible pupils	11.5% (7/61)
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	September 2026-July 2029
Date this statement was published	September 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Annette Faithfull
Pupil premium lead	Annette Faithfull
Governor / Trustee lead	Nikki Gates

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£13,663.33
Recovery premium funding allocation this academic year	£0
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	£13,663.33

Part A: Pupil premium strategy plan

Statement of intent

- We are ambitious for all our pupils and we aspire for them to flourish and reach their full potential.
- We know that great teaching is 'the most important lever schools have to improve outcomes for their pupils' (Education Endowment Foundation) so prioritise quality first teaching.
- We want to ensure that children who are eligible for PPG are able to close the gap giving them the best possible chance in the next stage of their education.
- We invest in our early years provision to ensure that we are identifying barriers to learning quickly.
- We carefully analyse data to identify well-being and learning needs and any other barriers to learning.
- We provide focused support to ensure pupils move on from their individual starting points.
- We know it is essential that children learn new skills and knowledge in a meaningful way, ensuring new material is built on secure foundations for independent and consistent application.
- We strive to involve parents in their child's education, this includes the importance of attending school every day.
- "Equity is not the same as equality. It means schools doing more for some children than others in order to create a more level playing field. Recognising that some children have a very narrow experience outside school and providing them with additional opportunities is an important step in ensuring that they can make the most of their educational opportunities." Sir John Dunford
- We have based our approach on the Education Endowment Foundation guide to supporting school planning, a tiered approach and their pupil premium toolkit.

Challenges

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

Challenge number	Detail of challenge
1	Resilience, focus and attention may be a barrier for pupils eligible for pupil premium and can impact negatively on well-being, learning behaviours and attainment.
2	Oral language skills and development are lower for pupils eligible for pupil premium than for other pupils. This will limit learning overall over time.

3	Identified weakness in phonics, reading, writing and maths
4	Pupils eligible for pupil premium may have limited out of school experiences which limit their vocabulary and understanding of the world.
5	Ensure that all pupil premium children are attending school regularly in line with national data.

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
Children have effective learning behaviours	Children demonstrate resilience and perseverance when facing challenges and take pride in their learning. They are motivated and engaged and attend to their learning resulting in success.
Improve oral language skills.	Children make rapid progress resulting in the achievement of age-related expectations.
Improve outcomes in phonetic knowledge and application in reading and writing. Improved outcomes in early maths and MTC results.	Through quality first teaching, staff CPL and targeted intervention, children achieve in line with national expectations. 100% of children eligible for PPG pass the phonics screening check and MTC.
To build children's cultural capital.	Children's vocabulary and understanding of the world is in line with age-related expectations.
To ensure children are attending school regularly.	All PPG children have attendance of 96% +. Where attendance is less than 96% a graduated approach is in place to secure change.

Activity in this academic year

This details how we intend to spend our pupil premium **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
Guidance on classroom environments includes a range of elements that will contribute towards improving children's vocabulary. e.g. print displayed, word of the day.	Documents such as 'Why closing the word gap matters' highlights the need to ensure there is effective provision for vocabulary within schools particularly with disadvantaged children as they are less likely to have opportunities at home. Systems established across the school ensure children are exposed to a wide range of vocabulary on a daily basis.	1, 2, 3
CPL for staff on how to develop children's vocabulary within their teaching and learning environment.	Communication and Language is 'time sensitive'. If these skills are not securely in place by age 5, they are more difficult to acquire and their absence may hold the child back in other areas. Vocabulary at age 5 is a strong predictor of the qualifications achieved at school leaving age and beyond (Feinstein, L. and Duckworth (2006)	2
CPL for staff on core and foundation subjects to develop subject knowledge and approaches to teaching.	We want to ensure that our children receive a curriculum that is broad, well sequenced and high-quality. A focus will be on addressing misconceptions. This will be further developed through the support of subject leaders and CPL which will be knowledge focused.	1, 2, 3, 4
Engage in Targeted support of pupil premium children through Steplab coaching.	Engagement in Steplab to secure quality first teaching (plus 6 months) Evidenced through; Instructional Coaching, Peps McCrae	1, 2, 3, 4

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

Budgeted cost: £3000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Focus reader groups to be implemented from the autumn term, providing children who are low attaining in reading and phonics the opportunity to read more frequently with a skilled adult. Ensure all staff are 'Sounds-Write' trained. Fund release of teachers for 'Sounds-Write' training.	EEF shows that oral interventions have an impact of +5 months. Children that do not read regularly will be able to develop fluency with further support in school.	3
Focus on improving children's fluency in maths with targeted interventions for year 4 children to achieve success in multiplication times table check.	As per the EEF, small group tuition has shown a potential of +4 months in attainment levels.	3
Targeted support of pupil premium children through Steplab coaching. Contribution towards Steplab subscription.	Evidenced in studies - Instructional Coaching Peps McCrae	1, 2, 3, 4

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

Budgeted cost: £4663.33

Activity	Evidence that supports this approach	Challenge number(s) addressed
Support from Dorset Council Attendance Team to raise standards of attendance for pupil premium children.	Children need to attend school regularly in order to access a high-quality education.	5
Fund cost of out of school visits and experiences	Some parents are not able to contribute towards educational visits and events. The school will financially support so that all children can experience and benefit from.	4, 5
Fund 50% of costs for school-linked after school clubs.	Some parents are not able to afford the cost of extra-curricular activities.	1, 4, 5
Fund element of school uniform.	Families eligible for pupil premium do not always notify the school of their status and receive help so an incentive is used to encourage parents to apply and provide support with essential items of school uniform.	5
Develop strong relationships with parents	Curriculum Information meetings, subject specific workshops, Parent/Teacher Consultations, newsletters.	2, 3
ELSA and SENDCo implement a range of social and emotional based interventions with pupil premium children prioritised.	EEF shows that social and emotional learning has a moderate impact of 4 months gained for children who require further social and emotional development, including improving their self-management of emotions and cognitive elements of learning.	1

Total budgeted cost: £13,663.33

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 pupils in the 2025-2026 academic year.

<table>
<tr><th>Aim</th><th colspan="4">Outcome</th></tr>
<tr><td rowspan="4">Quality teaching for all

Improved attainment and progress for all children eligible for PP funding.

Early identification of low achievement in order to close gaps.</td><td></td><td>Working Below ARE</td><td>ARE</td><td>Greater Depth</td></tr>
<tr><td>Reading</td><td>42.9%
(3 children)</td><td>42.9%
(3 children)</td><td>14.2%
(1 child)</td></tr>
<tr><td>Writing</td><td>57.1%
(4 children)</td><td>42.9%
(3 children)</td><td></td></tr>
<tr><td>Maths</td><td>42.9%
(3 children)</td><td>57.1%
(4 children)</td><td></td></tr>
<tr><td>Targeted support

A greater % of children in receipt of PP, with special educational needs, achieve in line with national expectations in reading, writing and maths.

PP children will successfully pass the year 4 multiplication times table check.</td><td colspan="4">3 of the 7 pupil premium children are on the SEN register for cognition and learning needs/SEMH and have received interventions and scaffolds when needed.

Our three year 1 children passed their phonics screening check (32, 34, 38)

Our two year 4 children scored 16 and 23 in their multiplication times table check.</td></tr>
<tr><td>Other approaches

Children in receipt of PP will attend school punctually in line with national expectations (national 96.1%).

Children will grow in confidence and achieve their academic potential.

Children will have healthy self-esteem and a positive mental health.</td><td colspan="4">We saw an improvement in one pupil’s attendance after offering early morning club and after school club to support parental mental health needs. Early Help supported one pupil in particular with SEMH needs.

Three Identified children benefitted from ELSA support for SEMH needs.</td></tr>
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