

The Firs Lower School
Pupil Premium Plan 2025/2026



Summary information					
School	The Firs Lower School				
Academic Year	2025/2026	Total PP budget	Allocation: £32,795 Carry forward: £5,093 Total: £37,888	Date of most recent PP Review: September 26	
1. Long term priorities for pupil premium expenditure					
Priority 1	Maintaining our commitment to the development of Quality First Teaching skills, through high quality CPD, mentoring and high quality Performance Management processes.				
Priority 2	Capacity to ensure highly individualised and ambitious targeted support for those children with cognitive and emotional needs.				
Priority 3	Embed and further refine the structured programme for tracking the provision for and achievement of disadvantaged children.				
Barriers to future attainment for our pupils eligible for PP:					
In School Barriers:	1. Significant multiple vulnerabilities impacting on disadvantaged Children's capacity for equal levels of attainment and progress particularly in Year 4.				
	2. Capacity to support the significant social, emotional and mental health needs of disadvantaged children impacting on behaviour choices for some pupils.				
	3. Impact of financial constraints on provision.				
External barriers:	1. A lack of wider life experiences, contributing to lesser spiritual, moral, social and cultural, physical and academic opportunities. 2. Continuing impact of school closure due to Covid19 and the resultant "missed" educational and social opportunities. Related impact on pupil attendance, social functioning and learning skills, particularly impacting disadvantaged pupils.				

2. Intended outcomes (<i>specific outcomes and how they will be measured</i>)		Success criteria	Measuring outcomes
A	Good quality pastoral support and a whole school focus on developing our support for the learning of more vulnerable pupils supports disadvantaged children in making good or better rates of progress and this impacts on attainment for these pupils.	- Metacognition and self-regulation techniques used successfully to pupil premium children will be evident within class. - Weekly 1:1 pastoral support sessions enhance outcomes for pupil premium children needing support. - Whole school development programme planned (School Development Plan 25-26 Key Focus Area 3) ensures disadvantaged pupils are well supported in lessons to achieve learning objectives.	- Progress seen in analysis of outcomes from pastoral interventions (using Boxall Profile outcome measurements) - Evidence in observations of working walls, table top resources and effective support of adults etc. - Children engage more with learning. - Impact of commitment to active learning can be seen in readiness to learn. - Classroom observations, meetings with class teachers and progress with short step targets will be a way of measuring the impact.
B	Disadvantaged pupils make good progress with their short step targets.	- As part of the Target Monitoring process, consideration of the progress made by disadvantaged children will continue to be prioritised and strategies for additional support agreed. - Support for disadvantaged children will be prioritised by staff when planning learning and feedback. - Accelerated Reader will be used to continue to support and encourage less able readers. - interventions such as Hamish and Milo, sensory circuits, use of the Sensory Room etc. will continue to be used for children who need additional pastoral support.	- Termly target monitoring meetings. - AR usage and progress will be tracked regularly, to monitor the effectiveness of provision. - Half termly Read, Write, Inc. assessments will monitor the success of 1:1 tuition. - Children taking part in intervention programmes will, where appropriate, be assessed using a strengths and difficulties questionnaire / the Boxall Profile. The results will be compared at the beginning and end of each set of sessions.

The Firs Lower School
Pupil Premium Plan 2025/2026



C	Continue to use and enhance the Pupil Premium Profiles review system to monitor progress of disadvantaged pupils.	- Continue to use the PPP system to include interests, child's views. - Ensure the system of regular reviews of PPPs is maintained and appropriate support is given to new staff in the setting of appropriate and measurable short step targets. - Further develop the system to keep parents / carers better informed regarding the provision being made for pupils on a PPP. (School Development Plan 25-26 Key Focus Area 3)	- School to evaluate the progress with enhancing provision for disadvantaged children. - Has a manageable system for tracking PP been maintained and enhanced? - Has the system continued to produce the necessary evidence concerning our provision? - Are parents better informed / ,ore involved in the PPP process? - Impact on outcomes?
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3. Review of Outcomes and expenditure

Review of 25/26 Plan – To be completed Summer 2026

Intended outcome A	Action	Impact / rationale: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Cost
Good quality pastoral support and a whole school focus on developing our support for the learning of more vulnerable pupils supports disadvantaged children in making good or better rates of progress and this impacts on attainment for these pupils.	- Metacognition and self-regulation techniques were used effectively to support approximately a third of the pupils entitled to pupil premium. - Weekly 1:1 pastoral support sessions were provided for a number of pupils by the Pastoral Support Assistant / SEND-Co - Additional 1to1 support was provided for some individuals - Whole school development work supported disadvantaged pupils, ensuring appropriate targets were set and monitored and information was more readily available for parents / carers	74% of the short step targets for pupils requiring pastoral support, assistance with their approach to learning or emotional regulation collectively met or partially met 74% of their short step targets. - Weekly pastoral sessions using the Hamish and Milo scheme helped vulnerable pupils to build self esteem, develop confidence and improve social skills. - For 5 of the pupils within this group, 1to1 support by teaching assistants who made very supportive, caring professional relationships, helped these pupils (some of our most vulnerable) to work with increasing success in the classroom learning environment; a vital prerequisite for success with learning. - The use of individual PPPs (Pupil Premium Plans) to record assessment data, pupil needs and to record and monitor the progress with short step targets continues to be an	£7575

The Firs Lower School
Pupil Premium Plan 2025/2026



		essential means by which to ensure a continuing focus on meeting children's individual needs. This year we have made sure that parents receive a copy of these plans so they are informed both about the way we are supporting their child and their progress.	£20,264.00
Intended outcome B	Action	Impact / rationale: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	
Disadvantaged pupils make good progress with their short step targets.	- Many of the actions to support children to achieve their targets have already been detailed above e.g. - Support with emotional regulation - Appropriate pastoral support 1to1 support for some pupils - Individualised short step targets, recorded and tracked using the PPP document - Ensuring that the progress of pupils in receipt of pupil premium is focused on as part of the programme of monitoring and class target tracking, with appropriate additional support to help PP children make good progress	- Since being introduced in 22/23, The Pupil Premium Plans (PPPs) have continued to provide a very useful and manageable system for setting short step targets and monitoring children's progress. - The PPPs are reviewed regularly, which means that strategies can be evaluated and changed or enhanced as needed. 84% of short step targets in 25/26 were achieved or partially achieved. This is in line with 24/25 and an increase from 23/24, when the figure was 78%.	

Intended outcome C	Action	Impact / rationale: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Cost

The Firs Lower School
Pupil Premium Plan 2025/2026



Continue to use and enhance the Pupil Premium Profiles review system to monitor progress of disadvantaged pupils.	- We have ensured the system of regular reviews of PPPs is maintained and appropriate support is given to new staff in the setting of appropriate and measurable short step targets. - We have improved the system to keep parents / carers better informed / involved regarding the provision being made for pupils on a PPP by inviting parents to email back with their views to add to the PPP.	- The PPP system continues to provide a very useful and manageable tracking tool - The regular provision of staff meeting time has continued to ensure that reviews take place, there is time for professional dialogue to standardise approaches and share best practice and has reduced the impact on teacher workload. - Ensuring plans are shared with parents is a critical part of the partnership working that will produce best outcomes for children and inviting parents to have opportunities to contribute is an important step in trying to make the PPPs more co-produced. - Next year we want to try and get parents more involved in the monitoring of children's PPPs	£9593
Total Allocation 2025/2026: ££37,888 Total spending 2025/2026: £37,432 Carry forward for 2026/2027: £456			

Attainment 25/26	<i>Pupils eligible for PP All 22 pupils YR-Y4</i>	<i>All Pupils % Expected</i>
% achieving expected standard or above in reading,	Reading - 59%	Reading Year R - Firs 26 - word reading - 95%, Comprehension - 88% - Literacy - 87% Year R - National 2025 - Literacy (reading / writing combined - 80%) Y1 Phonics - Firs 2026 - 95% Y1 Phonics - National 2025- 80% KS1 - Firs 2026 - 75% KS1 - National 2023 - 68% (Last National data) Y4 - Firs 2026 - 80% KS2 Y6 - National 2025 - 75%

The Firs Lower School
Pupil Premium Plan 2025/2026



% achieving expected standard or above in writing	Writing - 32%	Writing Year R - Firs 2026 - 78% Year R - National 2025 - (reading / writing combined - 71%) KS1 - Firs 2026 - 58% KS1 - National 2023 - 60% (Last National data) Y4 - Firs 2026 - 54% KS2 Y6 - National 2025 - 72%
% achieving expected standard or above in maths	Maths - 36%	Maths Year R - Firs 2026 - 78% Year R - National 2025 - 78% KS1 - Firs 2026 - 65% KS1 - National 2023 - 70% (Last National data) Y4- Firs 2026 - 82% KS2 Y6 - National 2025 - 74%