

The Firs Lower School
Pupil Premium Plan 2026/2027



Summary information					
School	The Firs Lower School				
Academic Year	2026/2027	Total PP budget	Allocation: £42,201 Carry forward: £456 Total: £42,657	Date of most recent PP Review: September 26	% of pupils entitled to PP funding: The Firs - 6.2% The Saplings - 5.8%
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 (40% of the total number of pupils)			
		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. Impact of pupil attendance, social functioning and learning skills, particularly impacting disadvantaged pupils.			

2. Intended outcomes (<i>specific outcomes and how they will be measured</i>)		Actions	Measuring outcomes - Success Criteria
A	Improve the range of assessment information available to teachers through the introduction of the PiXL assessment system, in order to accurately pinpoint next steps and thereby increase progress.	● Introduce the PiXL termly assessment system Y1-Y4 ● Utilise all training and development opportunities available, including working with colleagues from other FARM schools to make best use of the data produced to discern pupil's strengths and areas for development. ● As well as using resources already established, explore any intervention strategies/ programmes that are offered as part of PiXL	● School to evaluate the progress with enhancing provision for disadvantaged children. - Has the PiXL termly assessment system been implemented? - Are staff able to analyse the data produced to establish pupil's strengths and areas for development - Does PiXL offer any intervention strategies and/or programmes to support PP children and have these been implemented - What impact on outcomes can be evidenced?
B	Continue to use and enhance the Pupil Premium Profiles 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 Pupil Premium Profiles (PPPs) is maintained and appropriate support is given to new staff in the setting of appropriate and measurable short step targets ● Focus on the barriers to learning (with a particular focus on pupil attendance) and matching short step targets and support to best effect, to meet the needs of individuals and to maximise outcomes ● Further develop the system to encourage parents / carers to contribute to the review of the PPP ● Further enhance the sampling of the views of PP children and update the information on the PPP so their views about their learning experience is captured in more detail	● 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 / more involved in the PPP process? - Are children's views recorded in more detail? - Impact on outcomes including pupil attendance?
C	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.	● Termly target monitoring meetings. ● AR usage and progress will be tracked regularly, to monitor the effectiveness of provision. ● Half termly Read, Write, Inc. assessments

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		• RWI Intervention strategies, Accelerated Reader and other interventions, such as Reading Rockets will continue to be used to support and encourage children to make good progress with reading • Does PiXL provide any intervention opportunities to support maths? • Metacognition and self-regulation techniques will be used successfully to support pupil premium children • Pastoral support will be provided as needed to enhance outcomes for pupil premium children needing support.	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. • School to evaluate the progress made with short step targets - What % of targets were met/partially met - How does this compare with previous years?
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3. Review of Outcomes and expenditure

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

Intended outcome A	Actions	Impact / rationale: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Cost
Improve the range of assessment information available to teachers through the introduction of the PiXL assessment system, in order to accurately pinpoint next steps and thereby increase progress.	•	•	£
Intended outcome B	Actions	Impact / rationale: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Cost

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Continue to use and enhance the Pupil Premium Profiles system to monitor progress of disadvantaged pupi	•	•	Cost £
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Intended outcome C	Actions	Impact / rationale: Did you meet the success criteria? (Include impact on pupils not eligible for PP, if appropriate).	Cost
Disadvantaged pupils make good progress with their short step targets.	•	•	£
Total Allocation 2026/2027: £42,657 Total spending 2026/2027: £ Carry forward for 2027/2028: £			

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Attainment 26/27	<i>Pupils eligible for PP All 17 pupils YR-Y4</i>	<i>All Pupils % Expected</i>
% achieving expected standard or above in reading,	Reading -	Reading
% achieving expected standard or above in writing	Writing -	Writing
% achieving expected standard or above in maths	Maths -	Maths