

Pupil Premium Strategy Statement

Model Village Primary School
September 2025-July 2026

Pupil premium strategy statement

This statement details our school's use of pupil premium funding 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	232
Proportion (%) of pupil premium eligible pupils	Pupil Premium Strategy Statement
Academic year/years that our current pupil premium strategy covers (3 year plans are recommended- you must still publish an updated statement each academic year)	September 2025-July 2028
Date this statement was published	November 2025
Date on which it will be reviewed	September 2026 September 2027 September 2028
Statement authorised by	Jemma Rees (Principal)
Pupil premium lead	Hayley Stewart
Governor / Trustee lead	Jayne Yates

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£142, 410
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£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>	£142, 410

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Part A: Pupil premium strategy plan

Statement of intent

At Model Village Primary School, ALL pupils, including the most severely disadvantaged and most able, are regarded as unique individuals and receive both challenge and support designed to best meet their needs. We passionately believe that education plays a powerful and transformative role in improving life chances. We aim to do whatever it takes to remove any barriers that stand in the way of pupils achieving an excellent education. Our aim is to provide an inclusive, stimulating, and supportive learning environment where every child—regardless of background, ability, or language—can thrive and reach their full potential. With approximately 41% of our pupils eligible for Pupil Premium, 15% with SEND, and 25% with EAL, we recognize the importance of equity and opportunity for all.

Our strategy focuses on:

- **High-quality first teaching** as the foundation for success for all our students.
- **Targeted support** for individuals and small groups to ensure pupils keep pace with their peers.
- **Enriching experiences**—including trips, after-school clubs, and cultural opportunities—that broaden horizons and create lasting memories.
- **Closing the attainment gap** between disadvantaged pupils and their peers through evidence-based approaches.
- **Fostering positive behaviours and attitudes** that enable full engagement in school life.
- **Strong partnerships with families** to support learning and wellbeing.
- **Improving attendance**, recognizing its critical role in achievement and progress.

Our commitment is to ensure that every child leaves us not only academically prepared but enriched by experiences that inspire confidence, curiosity, and a love of learning.

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Challenges

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

Challenge number	Detail of challenge
1	Pupils are entering the EYFS with low oracy skills including or new EAL starters. This impacts on their use of vocabulary to express their thoughts and emotions. Assessments and observations indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. This is particularly evident in the Early Years Foundation Stage and in general, is more prevalent among our disadvantaged pupils than their peers. Our previous work in this area has had positive impacts and now needs embedding to ensure the progress made is consistent.
2	Attendance has improved but remains a significant challenge for our school and must stay at the forefront of this strategy and our ongoing work. Persistent absenteeism has recently improved and work in this area must continue to ensure good habits are consistently formed. Our tracking of attendance data tells us that term time holidays are still our biggest challenge in this area.
3	Our assessments, observations and discussions with children and families have identified some lower levels of engagement. Behavioural, cognitive and emotional engagement is lower for some families. Communication and relationships between families and school have improved, with parents now more comfortable to have difficult conversations and accept the support we can offer. However, the need for support for some children and families remains high. Low levels of engagement directly impact progress and attainment across the curriculum, including the core skills in English and Maths.
4	Our assessments show that the academic attainment gap is beginning to narrow in some areas but that more work needs to be done to ensure this is consistent in all areas and that all children achieve in line with or above their Age Related Expectations. Gaps in learning are evident in some areas highlighting a need for these gaps to be filled so that children can progress to the best of their ability.
5	Our assessments, observations and discussions with pupils and families have identified social and emotional issues for some pupils, particularly some multiple disadvantaged pupils. These challenges have an impact

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	<p>on pupils' independence, resilience and confidence to access the school day and their learning. Some of our disadvantaged learners have limited cultural opportunities outside of the school environment. This can impact on their ability to make links between their prior knowledge and the curriculum they are learning. In addition, it can limit vocabulary development and wider general knowledge. We acknowledge that our curriculum leaders have work to do to ensure all of our children receive an education that is balanced and broadens the horizons of our children, especially those from a socio-economically disadvantaged background.</p>
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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
Further improved and sustained language and communication skills in EYFS.	Percentage of children achieving GLD at the end of Reception to remain at or above 70% of all children with no significant gap between the number of socio-economic disadvantaged children achieving GLD and the number of non-disadvantaged. Inclusion in Oracy project (Voice21) to support us in closing the gap.
Improved and sustained attainment in reading.	Percentage of children achieving the expected standard to remain in line with or above the National Average (73% in July 2025) with no significant gap between socio-economic disadvantaged children and their peers.
Improved and sustained attainment in writing.	Percentage of children achieving the expected standard to remain in line with or above the National Average (73% in July 2025) with no significant gap between socio-economic disadvantaged children and their peers.
Improved and sustained attainment in maths.	Percentage of children achieving the expected standard to remain in line with or above the National Average (73% in July 2025) with no significant gap between socio-economic disadvantaged children and their peers.
Further improved and sustained attendance for all pupils.	Overall attendance remains at or above 96% with no significant gap between socio-economic disadvantaged children and non-disadvantaged.

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	<p>Persistent absenteeism rate to remain in line with or below the National Average.</p> <p>To close the attendance gap between PP children and non PP children.</p>
Further improved and sustained engagement for pupils and their families.	<p>Curriculum mapping will identify key learning opportunities.</p> <p>A Model Experience list is created and mapped out.</p> <p>Increased number of PP children taking part in the enrichment opportunities not only within the curriculum but also wider.</p> <p>Positive feedback from all stakeholders.</p> <p>The mapped range of cultural visits and experiences will be reviewed each year in June to ensure that they still meet the needs of the current curriculum and pupils in the school.</p> <p>Explicit links are made between academic learning and cultural element.</p> <p>Vocabulary development opportunities identified.</p> <p>As a result of the above- children will be able to talk in greater depth about their experiences and link this to the curriculum. They will know more, remember more and apply their knowledge to other circumstances. - This is measured through learning walks, book looks, pupil interviews and end of unit assessments.</p>
Further improved and sustained independence, resilience and confidence	Improved data from the students attending Nurture.

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	<p>Intervention groups will be successful and improve educational outcomes for disadvantaged pupils.</p> <p>Decrease in the number of incidents reported on CPOMS.</p>
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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: £ 71,205

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Subscription to Little Wandle Letters and Sounds. Little Wandle programme is delivered to children in EYFS and KS1 for daily phonics and guided reading sessions. The scheme includes regular assessments to identify gaps in learning in individuals.</p> <p>Little Wandle books are used in guided reading sessions and sent home to rehearse and consolidate learning in school.</p> <p>Selection of books to be updated and replaced.</p> <p>New and existing staff training through scheme resources. Training and coaching for new and existing staff.</p> <p>English/phonics lead to be released for monitoring support and CPLD. New and existing staff to be released for training.</p>	<p>The EEF says that, “phonics has a positive impact on average (+5 months) with extensive evidence and is an important component in the development of early reading skills particularly for children from disadvantaged backgrounds. The teaching of phonics should be explicit and systematic to support children in making connections between the sound patterns they hear in words and the way that these words are written.”</p> <p>Phonics EEF</p>	4
<p>Teaching of whole class shared reading to be further developed in KS1 and 2 so that VIPERS reading comprehension skills are</p>	<p>According to the EEF, “reading comprehension strategies are high impact on average (+7 months).</p>	4

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<p>embedded. Updated scheme of work for reading to be reviewed and delivered. Books purchased to support the scheme.</p> <p>Reading books to be updated and replaced as necessary.</p> <p>Use of Lexia for all children in Year 6.</p> <p>NFER assessments to be delivered to identify children needing extra support to keep up with expectations.</p> <p>English lead to ensure CPLD for all staff involved, including CPLD on new reading interventions. New and existing staff to be released for training, lesson studies and coaching in school and in other successful schools.</p>	<p>Alongside phonics this is a crucial part of early reading instruction.”</p> <p>Reading comprehension strategies EEF</p>	
<p>Subscription to Power Maths to be delivered with consolidation from White Rose Maths.</p> <p>TAs to be deployed to support teaching in maths lessons. TAs to support the teacher in identifying gaps in learning and misconceptions, intervening promptly to children to keep up with the curriculum. Teachers and TAs to intervene at the point of learning.</p> <p>New and existing staff training through release of staff for training, lesson studies and coaching with Maths lead and Maths Hub. CPLD in the Five Big</p>	<p>The EEF guidance report, ‘Improving Mathematics at Key Stages 2 and 3’ encourages mastery and recommends using the NCETM’s Five Big Ideas for Mastery.</p> <p>Guest Blog: Mastery and maths - how our guidance can help EEF</p>	4

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<p>Ideas of Mastery linked to all training for all teaching staff. Maths lead to take part in DCC maths network.</p> <p>Release of teachers, TAs and Maths lead.</p> <p>Learning environments to be developed to ensure a good range of resources are available for each class and working walls demonstrate the Five Big Ideas and a range of vocabulary which is modelled by staff.</p> <p>Subscription to TTRS to support learning of basic skills.</p> <p>Teaching staff to conduct transition meeting each year and share Ready to Progress Criteria/progress against KPIs.</p>		
<p>Develop high quality play and engagement opportunities in EYFS, especially in the outdoor provision. Provision will include developing a language rich environment across all of EYFS.</p> <p>Release of EYFS lead to monitor the provision. CPLD for all EYFS staff.</p> <p>Purchase of new resources, etc.</p>	<p>The EEF says, "Evidence tells us that focusing on physical development is good for children's health, wellbeing, and their cognitive development too. Children can develop their thinking and self-regulation as they learn new physical skills."</p> <p>Develop quality practice EEF</p>	1
<p>Updates to our broad and balanced curriculum to appeal to all children's strengths and interests and to equip children with a wider general knowledge of</p>	<p>The EEF finds that a curriculum, "must be well-sequenced and underpinned by an understanding of how children learn. But, in addition, it must be based on a rich conception of knowledge that includes the skills</p>	2, 4

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<p>the world around them and a wider skill set.</p> <p>Curriculum leaders released to ensure coverage, consistency, high expectations and progression. Curriculum leads to increase knowledge and understanding of how well their subjects are being taught and the impact of the teaching and learning. Curriculum to be refined as a response to the work done by subject leads.</p> <p>SLT to monitor.</p> <p>Resources to be purchased including subscriptions to Developing Experts, Kapow, Grammarsaurus and Charanga.</p> <p>Educational visits and visitors to school subsidised to enrich the curriculum.</p>	<p>and attitudes that contribute to success.”</p> <p>EEF Blog: What do we mean by 'knowledge rich' anyway? EEF</p>	
<p>New writing framework to be embedded. Writing and reading frameworks to complement each other.</p> <p>Opportunities to read high quality texts and to rehearse oracy skills are planned throughout.</p> <p>Subscription to Voice 21.</p> <p>CPLD to ensure all staff are familiar with the framework and the expectations for delivery of the curriculum.</p>	<p>The EEF recommends a variety of approaches to improve Literacy.</p> <p>Improving Literacy in Key Stage 2 EEF</p>	4

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<p>Update of books and visualisers to support the delivery of the curriculum.</p> <p>Tracking of progress including new oracy tracker. CPLD to ensure class teachers are using trackers to make robust judgments when assessing progress in reading, writing and oracy.</p> <p>Moderation of assessments.</p> <p>Release of English lead for CPLD with DCC English network. English lead to monitor and support delivery.</p>		
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 41,605

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Little Wandle Letters and Sounds keep up programme to be delivered to children who need extra support to keep up with the programme.</p>	<p>The EEF says that, “the teaching of phonics should be matched to children’s current level of skill in terms of their phonemic awareness and their knowledge of letter sounds and patterns.”</p> <p>Phonics EEF</p>	4
<p>YARC assessments used to identify gaps in learning and to track progress in bottom 20% of cohorts from Year 2 to Year 6.</p> <p>Use of YARC prosody Intervention scheme on which to base reading interventions to improve fluency and accuracy.</p> <p>Subscription to Lexia to further support catch up in reading comprehension.</p>	<p>The EEF recommends teaching reading comprehension strategies through modelling and supported practice.</p> <p>Improving Literacy in Key Stage 2 EEF</p>	4
<p>Delivery of ECAT in Mini Models and Nursery.</p> <p>Delivery of NELI in Reception.</p> <p>EAL Booster interventions.</p> <p>CPLD for staff.</p>	<p>The EEF tells us that, “Overall, studies of communication and language approaches consistently show positive benefits for young children’s learning, including their spoken language skills, their expressive vocabulary and their early reading skills. On average, children who are involved in communication and language</p>	1

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	<p>approaches make seven months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger effects for children from disadvantaged backgrounds."</p> <p>Communication and language approaches EEF</p>	
<p>Nurture group to provide support for children who find it challenging to manage their own social, emotional and behavioural difficulties.</p> <p>Staff to plan, prepare and deliver the provision and to track progress of individuals.</p>	<p>The EEF says that, "Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores. While universal approaches to SEL learning seem to have greater impacts on average, approaches should not be viewed in opposition, as most schools will want to use a combination of whole class SEL learning, and targeted support for pupils with particular social and emotional needs."</p> <p>Social and emotional learning EEF</p>	5
<p>"The Hub" to support children who find focussing on the school day difficult.</p> <p>Opportunities to take part in a blended inclusive approach to learning including a flexible timetable that will meet the needs of identified individuals.</p> <p>Provision of "Meet and Greet" sessions and lunchtime club for some individuals.</p>		5
<p>CASY Counselling sessions to support children with further social and emotional needs.</p>		5
<p>Maths interventions delivered with support from White Rose TA Hub.</p>	<p>The EEF says that small group tuition can be effective: "Additional small group support can be effectively targeted at pupils from</p>	4

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	disadvantaged backgrounds, and should be considered as part of a school's pupil premium strategy.” Small group tuition EEF	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £ 29, 600

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Develop a culture of “reading for pleasure” throughout school and the community through:</p> <ul style="list-style-type: none"> • Use of reading diaries to track reading frequency at home. Rewards for regular reading. • Meetings with parents to ensure expectations are shared. • Coaching sessions for groups of parents to model a 1-1 reading session with their own child. • Daily story time in each class. The range of books to be updated and widened with copies for children to read. • School library to be well stocked with new books purchased at least once per term. Books band selections to be updated. 	<p>The National Literacy Trust says that reading for pleasure is at an all time low and that, “Our previous research shows reading for pleasure can support reading, and wider literacy, skills, wellbeing, empathy, confidence and aptitude for learning.”</p> <p>Reading For Pleasure National Literacy Trust</p>	<p>3, 4</p>
<p>Further CPLD on techniques to support children struggling to deal with their emotions.</p> <p>Introduction of Take 5 with CPLD for staff.</p>	<p>The EEF says that, “Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores. While universal approaches to SEL learning seem to have greater impacts on average, approaches should not be viewed in opposition, as most schools will want to use a combination of whole class SEL learning, and targeted support for</p>	<p>5</p>

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	<p>pupils with particular social and emotional needs.”</p> <p>Social and emotional learning EEF</p>	
<p>Highlight the importance of good/improved attendance to children and families.</p> <ul style="list-style-type: none"> • Release of attendance lead to track attendance and monitor effectiveness of actions. • Regular communication with parents, including parents of children whose attendance drops below 96%. • CPLD for teachers regarding updated guidance on attendance. • Teachers regularly meet with parents of children with attendance lower than 96%. • EAL versions of attendance policy to be available. • Imposing penalty fines and ensuring parents/carers are aware of the penalty before booking holidays. • Administration staff make daily phone calls to ensure absences are authorised where appropriate. • PP lead to follow up absences with targeted families. • Attendance rewards. • Breakfast club subsidies. 	<p>The EEF agrees that, “With clear links between poor attendance and poor attainment and behaviour, tackling persistent absence is an important part of improving outcomes for all pupils.” Both the EEF and The Key recommend a variety of strategies to improve attendance.</p> <p>Supporting attendance EEF</p> <p>Strategies for improving attendance The Key Leaders</p>	2
<p>Clear expectations of home learning tasks set each week.</p>	<p>The EEF says that homework has a positive impact. “Some pupils</p>	3, 4, 5

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<ul style="list-style-type: none"> • Reading – reading diaries to log reading at home. • Spelling practice – books and resources provided. • EYFS and Year 1 maths packs developed to link to learning in maths and Mastery in Number. • TTRS subscription. 	<p>may not have a quiet space for home learning...Homework that is linked to classroom work tends to be more effective...It is important to make the purpose of homework clear to pupils.”</p> <p>Homework EEF</p>	
<p>After school homework clubs/booster sessions, including a quiet space to work, support and the correct equipment.</p>		4
<p>Subsidies for educational experiences to include:</p> <ul style="list-style-type: none"> • Some subsidies for educational visits. • Further subsidies for in school visitors and experiences. • After school clubs provided at no extra cost and/or subsidised for disadvantaged children. • £25 credit available at the school office for disadvantaged children. • Opportunities to take part in performances such as Nativity and KS2 summer performance. 	<p>No child misses out due to poverty.</p> <p>EEF states that all children deserve a well-rounded, culturally rich, education. Enrichment approaches can directly improve pupils’ attainment.</p> <p>Previous payments for residential trips and other school trips and school uniform has been hard to acquire from families meaning some children may miss out. Providing a small 25 % discount to raise the number of disadvantaged pupils accessing residential/trips.</p>	
<p>Relationships being built with local supermarkets and a local charity to provide a “community fridge”.</p> <p>Staffing to collect and distribute foodstuffs.</p>	<p>School uniform EEF</p> <p>The Sutton Trust says that, “Hunger in the classroom adversely affects pupil development and academic achievement. Hungry children struggle to concentrate, have low energy levels and are more likely to be involved in disruptive behaviour (which also affects</p>	

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	<p>others) and display higher levels of absenteeism. This all affects their academic progress and ability to learn.”</p> <p>Be it breakfast clubs or free school meals, we must take hunger out of the classroom - The Sutton Trust</p>	
<p>Subsidies to enhance OPAL play provision:</p> <p>Release for OPAL lead and OPAL play leader.</p> <p>Purchase of some resources, including consumables.</p>	<p>OPAL says, Play is fundamental to healthy childhood development</p> <p>When children have amazing play opportunities, the benefits are truly phenomenal. Play builds resilience and enables children to manage risk. Play improves children’s health and wellbeing, increasing physical activity and developing self-esteem.</p> <p>Importantly, play is fun and the key to a happy childhood.</p> <p><i>The Case for Play in Schools</i> is the first-ever comprehensive review of the academic and literary research evidence supporting the case for better play in primary schools.</p> <p>The-Case-For-Play-In-Schools-web-1-1.pdf</p>	

Total budgeted cost: £ 142, 410

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

We have analysed the performance of our school's disadvantaged pupils during the previous academic year, drawing on national assessment data and our own internal summative and formative assessments.

EYFS outcomes show that the percentage of children achieving GLD has been close to our target in recent years and that this year, the percentage of children achieving GLD has exceeded both our target and the national average. The percentage of socio-economic disadvantaged children achieving this has also risen and is in line with our target and the national average for 2025. This shows that good quality first teaching, along with targeted interventions in the formative years of our children's educational careers is having a positive impact on their progress and achievement and is something that we want to embed in the coming years.

Our Year 1 phonics data has been consistent for some years now and has been consistently in line with national averages. 2025 sees a rise in this with all children at Model Village, including those from socio-economic disadvantaged backgrounds, exceeding the national averages and our targets. This shows the expertise in whole class teaching and further interventions is having the impact our children need in order to become successful readers. This tells us that phonics must continue to be an integral part of our plans going forwards.

Our outcomes in reading in KS1 and KS2 tell us that this is something we also need to focus on in the coming years. The children did not perform in line with our targets or with national averages this year. We must strive to look at ways that we can support our children in improving their reading and comprehension skills in line with their secure phonics skills at the end of Year 1.

Our outcomes in Maths show that standards are in line with our expectations and with national averages. We must ensure this continues for all of our students in the coming years.

Following a gradual upward trend in attendance, 2025 sees an attendance rate in line with national expectations for the first time in some years. The gap between all children and those who are socio-economically disadvantaged is smaller than we have seen in previous years also. The focus on the importance of attendance, alongside work with persistent absentees, has had a profound effect on our figures with our persistent absenteeism falling to well below our target and the national rate.

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In the 2024-25 academic year, we increased our after school club provision to include cheer leading, story baskets and choir alongside sporting opportunities. We spotted an opening and added a sporting club to our breakfast club provision which has also been very popular. Parent and pupil voice shows that our most popular clubs include some of the newer clubs such as cheerleading. We were also able to offer subsidised places in some clubs through our PP funding. Further parent and pupil voice shows requests for a wider range of sporting clubs but also for after school clubs focusing on the arts, such as music, dance and imagination. The introduction of our “community fridge” started with just a few families. Now, those families continue to receive support but our relationships with the companies involved mean that we can offer further support to other families as and when they need it. This means that more of our children are coming to school with full tummies and ready to learn. We will allocate one day per week for CASY counselling sessions as part of our Pupil Premium provision. This will allow up to five children to attend sessions in six-week blocks, with the option to extend support if needed based on individual circumstances. This will allow us to -

- Provides a safe, confidential space for pupils to express feelings and concerns.
- Supports emotional well-being, resilience, and mental health, which are key to improving engagement and attainment.
- Helps pupils develop coping strategies for anxiety, stress, and other challenges that may impact learning.
- Early intervention reduces the risk of long-term issues and promotes positive behaviour and relationships.
- Complements our wider safeguarding and pastoral care approach.

We have taken the decision to subsidise homework books for some classes and this has been well received by our families, alongside our homework clubs for many classes. We plan to increase this offer to more classes in the coming year.

Our observations show that the positive behaviour management strategies we employ have helped children become much more engaged with their learning and we have found far fewer children reluctant to take part than in previous years. For 2025/25 there have been 12 suspensions recorded across the academic year, primarily linked to a small group of KS2 pupils who also have additional needs or external factors affecting their time in school (e.g., family circumstances, social/emotional challenges). We are also adapting our school to ensure we meet their needs.

Based on this information, much of our data has improved year on year during the lifespan of our 2022-2025 Pupil Premium Strategy, with the performance of all of our

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children, including disadvantaged children, generally meeting our expectations in 2025. In some areas, our expectations were exceeded but we are aware that reading must continue to be a focus of our efforts. This shows us that strategies we have put in place are having a positive impact on our children and their families. However, this progress is in its infancy and must continue in order to achieve what we have set out to do. Based on this, we aim to embed much of the progress made during the previous 3 year strategy in our new strategy for 2025-2028.

The data below demonstrates the outcomes in more detail.

- In July 2025, 76% of all children and 69% of socio-economic disadvantaged children achieved GLD with a difference of -7%.
- In July 2025:
 - Y1 Phonics. 92% of all children and 88% of socio-economic disadvantaged children were working at ARE with a difference of -4%.
 - KS1 Reading. 69% of all children and 50% of socio-economic disadvantaged children were working at ARE with a difference of -19%.
 - KS2 Reading. 63% of all children and 48% of socio-economic disadvantaged children were working at ARE with a difference of -15%.
- In July 2025:
 - EYFS maths. 80% of all children and 89% of socio-economic disadvantaged children were working at ARE with a difference of +9%.
 - KS1 maths. 76% of all children and 64% of socio-economic disadvantaged children were working at ARE with a difference of -12%.
 - KS2 maths. 77% of all children and 71% of socio-economic disadvantaged children were working at ARE with a difference of -6%.
- In July 2025, attendance was recorded as:
 - All children – 96%.
 - Socio-economic disadvantaged children – 95.4%
 - This shows a gap of -0.6%.

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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

Service pupil premium funding (optional)

<i>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</i>
The impact of that spending on service pupil premium eligible pupils

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Further information (optional)

Our Sports Premium funding will continue to fund the OPAL Playgrounds scheme, continuing to benefit all our children.