# Pupil Premium Strategy Statement

This statement sets out our school's use of Pupil Premium funding to improve the attainment of disadvantaged pupils. It forms part of a three-year plan, with financial allocations in this strategy based on the 2024/2025 funding year. It outlines our Pupil Premium strategy, how we plan to allocate funding for the 2024/2025 academic year, and the outcomes achieved by disadvantaged pupils in the 2023/2024 academic year.

## School overview

| Detail | Data |
|---|---|
| Number of pupils in school | 253 |
| Proportion (%) of pupil premium eligible pupils | 51% |
| Academic year that our current pupil premium strategy plan covers (3 year plans are recommended) | **2024/2025**<br>2025-2026<br>2026-2027 |
| Date this statement was published | December 2024 |
| Date on which it will be reviewed | September 2025 |
| Statement authorised by | Catherine Jones - Headteacher |
| Pupil premium lead | Catherine Jones - Headteacher |
| Governor / Trustee lead | Lorraine Scott – CofG |

### Funding overview

| Detail | Amount |
|---|---|
| Pupil premium funding allocation this academic year | • 129 pupils eligible for Pupil Premium at a rate of £1,480 = **£190,920**<br>• 4 post-LAC (Looked After Children) at a rate of £2,570 = **£10,280**<br>• 4 service children at a rate of £340 = **£1,360** |
| Pupil premium funding carried forward from previous years | £0 |
| **Total budget for this academic year** | **£202,560** |

# Part A: Pupil premium strategy plan

## Statement of Intent

**Our School Vision: "Where Learning Blossoms"**

Guided by our vision, our decisions underpin our strategy for improving outcomes for disadvantaged and vulnerable children, ensuring that every pupil thrives and succeeds during their time at our school. A significant proportion of our pupils are eligible for Free School Meals, well above the national average, and our school's deprivation indicator is similarly high. For the 2024/2025 academic year, 51% of pupils are eligible for Pupil Premium funding.

We carefully plan how to use this resource effectively to support vulnerable pupils and their families, drawing on evidence and research, accurate assessments, dialogue with teachers and parents, and pupil voice. This ensures that both the individual and collective needs of disadvantaged pupils are met, guaranteeing that all children, regardless of starting points or challenges, receive the support necessary to succeed. A core principle of our strategy is that success is a shared responsibility — only through the collaborative effort of our school community can pupils reach their full potential.

Our aim is for all pupils to achieve academically while developing a broad set of skills to support their future success. The Pupil Premium Strategy outlines the approaches we use to achieve these outcomes. At the heart of our approach is high-quality teaching and learning, which evidence shows is the most powerful lever to improve outcomes for disadvantaged pupils (EEF Guide to the Pupil Premium, 2021). Consequently, our strategy prioritises the development of teaching quality for all, with particular emphasis on approaches that most benefit disadvantaged learners.

Alongside a broad, balanced, and enriching curriculum, disadvantaged pupils have access to targeted interventions tailored to their individual needs, including academic support and strategies to strengthen social, emotional, and mental wellbeing. Research consistently demonstrates the positive impact of well-targeted academic and wellbeing support, making it a key part of our provision. Our approach addresses both common challenges and individual needs, ensuring support is timely, targeted, and effective.

Additionally, we provide opportunities for disadvantaged pupils to engage in a wide range of enrichment activities, both in and out of school, supporting academic progress, social development, and wellbeing. We also work to ensure that disadvantaged pupils' attendance is in line with their peers, enabling them to fully participate in learning and school life.

By integrating these approaches, our Pupil Premium strategy ensures that all disadvantaged pupils are given the resources, opportunities, and support they need to achieve their full potential, preparing them for success now and in the future.

The key principles of our Pupil Premium Strategy are:

- Collective responsibility – all stakeholders share responsibility for ensuring that every pupil, including disadvantaged pupils, achieves success.
- Robust, evidence-led, and individualised approach – while addressing common challenges, our strategy focuses primarily on the individual needs of each disadvantaged pupil.
- High-quality teaching, targeted intervention, and broader support – these form the foundation and framework for delivering our Pupil Premium strategy effectively.

## Challenges

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

| Challenge number | Detail of challenge |
|---|---|
| 1 | Assessments, observations, and discussions with pupils indicate that many children enter school with limited oral language skills and noticeable vocabulary gaps. These challenges are particularly evident in our Early Years setting. These communication barriers can impact their progress in Reading, Writing, and Maths in subsequent years. |
| 2 | Some pupil premium pupils face difficulties with regular attendance, and a number are persistently absent. Additionally, punctuality is a concern for some, which can disrupt their learning and limit their progress compared to peers who attend consistently. |
| 3 | Some pupils eligible for Pupil Premium face additional factors that can compound their challenges, including Special Educational Needs and Disabilities (SEND), English as an Additional Language (EAL), and the term in which they were born. These intersecting factors can impact their learning progress, engagement, and overall attainment, making it essential to adopt targeted and timely interventions that address both their academic and social-emotional needs. |
| 4 | Not all pupils have access to the additional enriching opportunities that help them develop the knowledge, experiences, and cultural capital necessary to thrive both academically and personally. This lack of exposure can limit their understanding of the wider world, reduce confidence in pursuing new experiences, and create barriers to achieving their full potential. For Pupil Premium pupils in particular, targeted support and enrichment activities are essential to help close these gaps and ensure they have the same opportunities to succeed as their peers. |
| 5 | Social, emotional, and mental health needs continue to have a significant impact on pupils' learning behaviours and overall engagement in school. Over recent years, the school has seen a marked increase in referrals for additional support, reflecting the growing demand for timely intervention. Evidence indicates that many of the pupils identified are currently on waiting lists for external services, yet they require more immediate support to prevent these challenges from further impacting their progress and wellbeing. Prompt and targeted intervention is particularly crucial for disadvantaged pupils to ensure they are not further impacted in their learning journey and have the same opportunities to succeed. |
| 6 | Some pupils face barriers to being fully "ready to learn" each day. This includes inconsistent access to school uniform, a nutritious breakfast, and other basic resources that support focus, wellbeing, and positive engagement with learning. Without these essentials, pupils may experience lower confidence, reduced concentration, and poorer attendance, which in turn impacts their academic progress. |
| 7 | Some pupils experience barriers to learning when parental engagement is limited. This can include challenges in supporting homework, attending school events, or engaging with their child's academic progress. Lower levels of parental involvement can affect pupils' confidence, motivation, and attainment, making it more difficult to close the gap between disadvantaged pupils and their peers |

## Intended Outcomes

The table 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 |
|---|---|
| Improved Key Stage outcomes in core subjects (Reading, Writing, Maths) for disadvantaged pupils. | Sustained improved attainment in Reading, Writing and Maths will be evident by:<br>• In school termly tracking data and end of Key Stage (GLD, KS1 and KS2) assessments will show an increase in the number of children working at age related expectation in these subjects year on year.<br>• An increase in the number of disadvantaged pupils achieving the higher standard at the end of each Key stage. |
| To improve language skills of children in Early Years and KS1. | • Assessments and observations indicate improved oral language skills of children when engaged in adult led activities as well as in play situations. |
| To improve and sustain high attendance for all pupils, with a focus on supporting disadvantaged pupils, while reducing persistent absence and minimising lateness to ensure all children benefit fully from learning opportunities. | • Sustained improvement in attendance will be demonstrated by:<br>• Achieving school attendance targets in line with local and national averages.<br>• Regular internal monitoring of disadvantaged pupils' attendance, with timely interventions to address any issues.<br>• By the end of the 2024–25 academic year, at least 95% of disadvantaged pupils will have overall attendance of 95% or higher.<br>• A reduction in persistent absence and improvements in punctuality. |
| All pupils are ready to learn, with access to uniform, breakfast, and essential resources, supporting confidence, focus, and full engagement in school. | The success will be evidenced by:<br>• Pupils consistently arrive at school prepared to learn, with correct uniform, necessary resources, and access to a healthy breakfast.<br>• Pupils show increased confidence, engagement, and active participation in lessons and school activities.<br>• Attendance and punctuality improve, with narrowing gaps between disadvantaged pupils and their peers. |
| To strengthen and expand parental engagement in their child's learning journey. | Sustained high levels of parental engagement will be demonstrated by:<br>• Parents of all pupils, including 100% of disadvantaged pupils' parents, attending both parents' evenings each academic year.<br>• The majority of parents engaging in school-led workshops, information sessions, or curriculum events each term, with targeted support to ensure strong attendance from disadvantaged families.<br>• Regular two-way communication being established and logged between parents and school staff through agreed channels.<br>• Increased evidence of parents supporting learning at home, for example through homework completion and reading logs.<br>• Strong participation of parents across the school in wider school life, including volunteering for activities, trips, or governance roles, with disadvantaged families encouraged and supported to take part.<br>• Families being successfully supported throughout the academic year with any difficulties through our Early Help Worker, who acts proactively to address concerns so that they do not impact children's outcomes.<br>• Evidence of improved outcomes for all pupils, including attendance, behaviour, and academic progress, underpinned by strengthened parental engagement. |

| | |
|---|---|
| Enhance cultural and childhood experiences for all pupils by ensuring disadvantaged pupils have equal access to the same wider-curricular opportunities as their peers. | Sustained high levels of engagement in wider-curricular opportunities will be demonstrated by:<br>• Internal tracking showing a significant increase in pupil participation in activities such as residential visits, school trips, after-school clubs, and sporting events.<br>• Qualitative evidence gathered from pupil voice (individual feedback and school council) alongside teacher observations.<br>• Participation rates of disadvantaged pupils in enrichment activities matching or exceeding those of their non-disadvantaged peers. |
| To promote and maintain positive emotional well-being, social development, and behaviour support for all pupils. | Sustained high levels of wellbeing and positive behaviour will be demonstrated by:<br>• Qualitative evidence from pupil voice and teacher observations.<br>• Increased participation in enrichment activities, particularly among disadvantaged pupils.<br>• A reduction in onward referrals, supported by the provision of an in-school Early Help worker for the most vulnerable pupils. |

## 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: £47,000

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| Additional teacher – to allow for smaller classes. Smaller class sizes and high staff-to-pupil ratios enable teachers to provide more individualised attention, targeted support, and guidance, particularly for disadvantaged pupils. With fewer pupils per class, staff can monitor learning more effectively, address misconceptions quickly, and tailor interventions to meet individual needs. This structure also fosters stronger teacher – pupil relationships, enhances engagement, participation, and confidence, supports wellbeing and language development, and provides increased opportunities for pupils, including those with language delays, to discuss and deepen their learning. | Research from the Education Endowment Foundation (EEF, 2021) shows that reducing class size means fewer pupils for each teacher. This allows teachers to use a wider range of approaches and give more individual attention. On average, pupils make about two months of extra progress in a year, with the greatest benefits seen in the early years of primary school.<br><br>EEF Reducing class sizes<br><br>**Estimation of costs: £41,000** | **1, 2, 3, 5** |
| Deliver high-quality CPD for staff to enhance outcomes for all pupils:<br>• All relevant staff will receive CPD and regular updates on the maths curriculum and resources to ensure teaching is consistently well planned and effectively delivered across the school.<br>• Training and collaborative support will ensure the redeveloped Writing curriculum is fully embedded and taught to a high standard.<br>• Middle leaders will routinely undertake CPD in their subject areas to ensure their subjects are delivered effectively and consistently across the school. They will also monitor teaching and learning within their areas and provide targeted support to staff as required. | High-quality teaching is the most important factor in improving pupil outcomes, and effective professional development plays a vital role in strengthening teaching practice and supporting children's learning in the classroom. Research from the Education Endowment Foundation (EEF, 2021) highlights that well-designed and carefully planned professional development can have a significant impact on teacher effectiveness. When professional development is sustained, collaborative, and closely aligned with school priorities, it not only improves classroom practice but also raises pupil achievement. Ongoing CPD ensures that teachers remain up to date with curriculum developments, evidence-informed strategies, and innovative approaches, enabling them to better meet the diverse needs of all learners.<br><br>EEF Guidance report Effective Professional Development<br><br>**Estimation of costs: £2,500** | **1, 3** |
| Staff will access high-quality CPD focused on Read Write Inc. (RWI) phonics. This training will ensure that teaching is consistent across the school and that staff are confident in delivering the programme effectively. By developing subject knowledge and pedagogy in phonics and writing, teachers will be better equipped to support children with their phonics. Ongoing | EEF research shows that phonics has a positive overall impact, typically adding around five months'. It is a crucial element in the development of early reading skills, particularly for children from disadvantaged backgrounds. Phonics approaches consistently help younger pupils master the basics of reading, with the greatest benefits seen in children aged 4–7 as they begin learning to read. On | **1** |

| | | |
|---|---|---|
| CPD, combined with regular coaching and collaborative practice, will help to embed RWI as a whole-school approach, leading to stronger progress in reading and writing outcomes for all pupils. | average, phonics instruction is more effective than other early reading methods, such as whole language or alphabetic approaches.<br><br>EEF Phonics<br><br>**Estimation of costs: £1,000** | |
| Standardised diagnostic assessments from NFER are administered to all pupils across the school. The primary purpose of these assessments is to inform and guide each child's future learning. Teachers and senior leaders use the resulting data to ensure that all pupils — including those eligible for Pupil Premium — receive tailored support to promote excellent attainment and progress. Pupil progress is reviewed each term through meetings between teachers and senior and middle leaders. Governors receive a termly summary of achievement for each class and cohort. Parents are kept informed of their child's progress at Parents' Evenings in October and February, as well as through annual reports in July. | Standardised diagnostic assessments provide valuable insights into each pupil's strengths and areas for development, enabling teachers to deliver targeted support and interventions tailored to individual needs. According to the EEF, such assessments can help identify pupils who may require additional support, allowing schools to allocate resources effectively and monitor progress over time.<br><br>EEF Guidance Standardised tests Assessing and Monitoring<br><br>**Estimation of costs: £2,500** | **1** |

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

Budgeted cost: £105,100

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| A teacher (school leader) is responsible for overseeing support for SEND and Pupil Premium pupils, ensuring that targeted interventions are effectively delivered. The SENDCo has dedicated time to manage children on the SEN register, liaise with external agencies, and monitor provision for disadvantaged, vulnerable, SEN, and EAL pupils. In addition, the SENDCo supports teaching and classroom organisation, ensuring that interventions led by a dedicated teacher, HLTAs, and TAs are effective both during and after the school day. These interventions provide catch-up support and are well-administered to maximise teaching time in the classroom, ensuring that all vulnerable groups of children close the gap against their peers. The management of these interventions operates throughout the school, ensuring appropriate early years interventions are in place all the way through to Year 6. | Regular audits of provision by the SENDCo are essential for enabling children to make rapid progress. In line with the Education Endowment Foundation's guidance, the SENDCo empowers support staff and teachers to use their time effectively by delivering quality-assured interventions throughout the school. This approach ensures that support is targeted, evidence-based, and led by skilled staff, aligning with the EEF's recommendations for high-quality teaching and tailored support for pupils with SEND.<br><br>Making Best Use of Teaching Assistants<br><br>**Estimation of costs: £51,000 SENDCo and teacher led intervention. £47,000 TA/HLTA led interventions** | **1, 3** |
| The provision of a range of online resources is available to support key areas such as maths, spelling, and reading. These resources and licenses can be used both at home and during the school day, | The strategic use of online resources aligns with research-backed strategies from the Education Endowment Foundation (EEF) to help Pupil Premium students overcome learning barriers. | **1, 2, 3** |

| | | |
|---|---|---|
| complementing the high-quality first teaching in the classroom. By incorporating these tools into their daily routine, pupils can reinforce their learning, practise essential skills, and build confidence in core subjects. This flexible approach ensures that learning continues outside of regular school hours, providing extra support to help close the attainment gap for Pupil Premium students and giving them the best chance to succeed.<br><br>Resources include Times Tables Rock Stars, Testbase, Oxford Owls, LetterJoin, SPAG.com, LBQ, and Maths.co.uk. | These resources support personalised, engaging, and independent learning, while also making the most of valuable classroom teaching time. They play a crucial role in closing the achievement gap and providing students with the tools to succeed in core subjects like maths, reading, and spelling.<br><br>EEF's Technology in Education guide<br><br>**Estimation of costs: £4,000** | |
| Provide pupils, particularly those eligible for Pupil Premium, with individual study and revision guides for personal use. Giving disadvantaged pupils access to these resources at home helps remove barriers to independent learning, supports assessment preparation, and promotes equality of opportunity in academic achievement.<br>• CPG Revision Booklets | Providing pupils with revision guides supports independent learning and study skills, which the Education Endowment Foundation (EEF) identifies as important for improving academic outcomes. Revision guides give pupils structured access to key knowledge, help them consolidate learning, and provide a resource to practice recall and revision at home—strategies that are especially valuable for disadvantaged pupils who may not have additional support outside school.<br>The EEF notes that approaches which support metacognition and self-regulated learning—helping pupils plan, monitor, and evaluate their own learning—can lead to an average of +7 months' additional progress. Revision guides are a practical tool to encourage these strategies by giving pupils clear, structured content to revise independently.<br><br>EEF Metacognition and self-regulation<br><br>**Estimation of costs: £450** | **1, 3** |
| The Reading Plus programme is highly beneficial for Pupil Premium pupils in helping to close the achievement gap. As an adaptive tool, it tailors lessons to individual needs, allowing pupils to work at their own pace and focus on areas that need improvement. By targeting key skills such as vocabulary, fluency, comprehension, and reading stamina, Reading Plus helps pupils build confidence and competence in reading. This personalised approach supports accelerated progress, ensuring that pupils make significant strides in their literacy skills, thus narrowing the gap with their peers. Additionally, the programme's emphasis on motivation encourages sustained engagement, further contributing to academic success. | Research from the Education Endowment Foundation (EEF) highlights that reading comprehension strategies, like those used in Reading Plus, can lead to an additional six months' progress on average (see the EEF Teaching and Learning Toolkit – Reading Comprehension Strategies). This evidence supports the effectiveness of such programmes in improving reading outcomes, particularly for disadvantaged pupils. Moreover, the programme's focus on motivation and engagement encourages consistent effort, leading to sustained progress in literacy.<br><br>**Estimation of costs: £2,600**[i] | **1,2, 3, 7** |

## **Wider strategies** (for example, related to attendance, behaviour, wellbeing)
## Budgeted cost: £50,500

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
|---|---|---|
| The Dedicated In-School Early Help Officer will be a vital member of the pastoral team, providing targeted support for the social and emotional wellbeing of pupils and their families, with a particular focus on those eligible for Pupil Premium. The role included promoting regular attendance by identifying and addressing concerns, supporting safeguarding procedures to ensure children's safety, and delivering tailored Nurture interventions to build resilience and confidence. The officer conducted regular one-to-one check-ins with the most vulnerable pupils, including Pupil Premium students, to monitor and support their emotional wellbeing, while fostering strong social and emotional skills to help pupils thrive both academically and personally. Additionally, the role strengthened family support networks, including promoting positive parental mental health, to create a stable and nurturing home environment, ensuring that Pupil Premium funding contributed to closing attainment and wellbeing gaps. | Children from disadvantaged backgrounds often have lower social and emotional learning (SEL) skills, which can impact mental health, relationships, and academic attainment. Targeted SEL interventions in school can strengthen these skills, helping pupils to regulate emotions, build positive peer relationships, and engage more effectively in learning.<br><br>Evidence shows that social and emotional learning approaches have a positive impact, on average, resulting in 3 months' additional academic progress over the course of an academic year.<br><br>Education Endowment Foundation - T&L Toolkit - Social and Emotional Learning<br><br>DfE - Improving school attendance - support for schools and local authorities<br>DfE guidance based on cases studies with school with high levels of attendance.<br><br>Pupils need to attend school regularly to benefit from their education. Missing out on lessons leaves children vulnerable to falling behind. Children with poor attendance tend to achieve less in both primary and secondary school. (DfE)<br><br>Attendance interventions rapid evidence assessment<br>EEF are currently undertaking research which aims to be the basis for a report that provides an overview on the effectiveness of interventions on school attendance behaviours and the characteristics of these interventions.<br><br>**Estimation of costs: £16,500** | **2, 4, 5, 6, 7** |
| We are committed to improving attendance and punctuality to support pupil progress, with a particular focus on disadvantaged children. The School Business Manager dedicates a significant portion of her mornings to monitoring attendance patterns, identifying pupils at risk, and intervening early to address concerns. Close collaboration with the administrative team, partner agencies, the dedicated Early Help Worker, and the local authority ensures that absences are followed up | Regular school attendance is crucial for all pupils, particularly those from disadvantaged backgrounds, as it directly impacts their academic progress and overall wellbeing. Research from the Education Endowment Foundation (EEF) indicates that targeted attendance interventions can be effective in reducing persistent absence and increasing engagement in learning. The EEF's Rapid Evidence Assessment on Attendance Interventions highlights the importance of early identification | **2** |

| | | |
|---|---|---|
| promptly, concerns are addressed, and targeted support is put in place. Additional resources have been purchased to support attendance initiatives and to raise awareness of its importance across the whole school community. | and personalised support in improving attendance outcomes<br><br>Rapid Evidence Assessment<br><br>**Estimation of costs: £1,000** | |
| As a whole-school program rooted in science and focused on promoting positive mental wellbeing, myHappymind supports children in understanding how their brains work while fostering a school culture that strengthens resilience, confidence, and self-esteem. The program equips children with practical skills to self-regulate and manage their emotions during stressful times, empowering them to thrive and be their best selves both academically and personally. | By implementing myHappymind, we are using Pupil Premium funding to provide evidence-based social and emotional learning support that improves resilience, self-regulation, and wellbeing. According to the Education Endowment Foundation, such interventions not only enhance mental health but can also boost academic outcomes, particularly for disadvantaged pupils, helping to close the attainment gap and foster long-term success.<br><br>Improving Social and Emotional Learning in Primary Schools<br><br>**Estimation of costs: £3,000** | **5** |
| Work in collaboration with the Magic Breakfast programme to ensure all pupils have access to a nutritious morning meal. The school supports this initiative to guarantee its success and sustainability, covering additional costs where necessary to enhance the experience and ensure every child receives a breakfast each day. | Magic Breakfast Trial: A study involving 8,600 pupils across 106 primary schools found that Year 2 children attending a free, universal, before-school breakfast club made, on average, two months' additional progress in reading, writing, and maths compared to those who did not attend<br><br>EEF Magic Breakfast Trial<br><br>EEF Free Breakfast Provision<br><br>**Estimation of costs: £10,000** | **2, 5, 6, 7** |
| To ensure all pupils, particularly those eligible for Pupil Premium and other disadvantaged groups, can access the required school uniform, the school provides free or subsidised items, including PE kits and Year 6 leavers' hoodies. This approach reduces financial barriers, promotes equality, and fosters a sense of belonging, supporting full engagement in learning. | Providing free or subsidised school uniforms through Pupil Premium funding removes financial barriers for disadvantaged pupils, prevents stigma, promotes equality and inclusion, and contributes to a positive school culture where all pupils are ready to learn.<br><br>EEF School Uniform<br><br>**Estimation of costs: £2,000** | **6** |
| Purchase new books to support Pupil Premium pupils in developing a love of reading and to encourage engagement with reading at home. Providing high-quality, age-appropriate books helps foster independent reading, increases motivation, and strengthens literacy skills. This initiative supports both enjoyment and academic development, ensuring that all pupils have access to resources that enhance learning beyond the classroom. | Making sure that children become engaged with reading from the beginning is therefore one of the most important ways to make a difference to their life chances, whatever their socio-economic background. For this to happen, however, children need to learn to read as fluently as possible and be motivated to continue reading. Research by the National Literacy Trust 1 in 11 children from disadvantaged backgrounds do not have access to books at home | **7** |

| | | |
|---|---|---|
| • Termly purchase from Seven Stories – hooks into Books | National Literacy Trust NLT<br><br>Hooks into Books<br><br>**Estimation of costs: £1,000** | |
| Incorporating yoga into the school curriculum or as part of enrichment provision offers pupils valuable tools for managing stress, improving focus, and regulating emotions. Through simple breathing techniques, mindfulness practices, and movement, yoga supports the development of self-awareness, resilience, and calmness. For disadvantaged pupils in particular, structured yoga sessions can provide a safe and inclusive space to explore strategies for emotional regulation, reducing anxiety and improving readiness to learn. | Research shows that approaches which promote self-regulation and wellbeing can have a positive impact on behaviour, concentration, and academic engagement. This aligns with the Education Endowment Foundation (EEF) guidance on social and emotional learning, which highlights that interventions helping pupils to understand and manage their emotions can lead to improved outcomes both in and beyond the classroom. By embedding yoga into school life, we create opportunities to strengthen mental health, promote positive relationships, and support children in becoming confident, resilient learners.<br><br>Improving Social and Emotional Learning in Primary Schools<br><br>**Estimation of costs: £4,500** | **5** |
| Ensuring pupils have access to a broad range of enrichment opportunities—such as educational visits, residential trips, and school clubs—supports learning, personal growth, and engagement. For disadvantaged pupils, these experiences help remove barriers, build cultural capital, and develop confidence and aspiration. | According to the Education Endowment Foundation (EEF), extending learning beyond the classroom through enrichment activities can contribute positively to both academic outcomes and wider pupil development. Providing disadvantaged pupils with access to opportunities such as school visits, residential trips, and clubs helps to build cultural capital, raise aspirations, and support social and emotional learning. Using Pupil Premium funding in this way reduces financial barriers, ensures equality of access, and creates experiences that foster resilience, confidence, and engagement with learning, all of which contribute to closing the attainment gap.<br><br>EEF Encouraging participation in learning activities beyond the normal school day to improve aspirations and attainment of primary pupils.<br><br>**Estimation of costs: £12,500** | **1, 2, 3, 4, 5, 7** |

# Total Budget - £202,600.00

# Part B: Review of outcomes in the previous academic year

## Pupil premium strategy outcomes – Review of 2023-2024

The COVID-19 pandemic had a significant impact on all our pupils. Partial school closures, frequent bubble isolations, and high levels of staff and pupil absence disrupted learning for many since March 2020. We recognize that these experiences continue to affect children and families today, particularly in terms of social, emotional, and mental health needs.

Our dedicated Early Help worker and 'attendance teams' have worked tirelessly to support these needs, providing targeted interventions for children and offering a range of support to families. Children have also benefited from enrichment opportunities, including after school clubs, helping them engage with the curriculum, attend school regularly, and feel happy and supported.

The SENDCo has supported staff in delivering tailored programmes, positively impacting children's communication skills. Nearly half of pupils with SEND are also eligible for Pupil Premium, and these children often have complex needs. This focus on targeted support and inclusive practice remains a priority across the school to ensure all children thrive academically, socially, and emotionally.

We have reviewed the performance of our school's disadvantaged pupils over the past academic year, drawing on national assessment data as well as our own internal summative and formative assessments. To gain a clear understanding of their progress, we compared their outcomes with those of their peers in school, as well as with national results for both disadvantaged and non-disadvantaged pupils. Key points include:

**EYFS – Good Level of Development (GLD)**
In Reception, 63% of our children achieved their GLD, compared to 68% nationally for all children. Many of these children entered school with little or no oral language. Through targeted interventions and focused support, our pupil premium children made excellent progress, closing the gap with their non-pupil premium peers in communication and language, particularly in speaking, with just a 1% difference between the groups.

**Year 1 – Phonics**
In phonics, 73% of our pupil premium children passed the screening check, compared to 63% nationally for pupil premium children. This strong performance has helped close the gap with the national average for all pupils, which stands at 77%.

**Key Stage 2 – Summer 2024 Assessments**
Our pupil premium children achieved excellent results across all core subjects, surpassing national averages for pupil premium children and, in some areas, exceeding the overall national averages:

- **Maths:** 76% of pupil premium children reached the expected standard, compared to 59% nationally for pupil premium children and 73% nationally for all pupils.
- **Writing:** 67% of pupil premium children achieved the expected standard, exceeding the national average of 58% for pupil premium children.
- **Reading:** 76% of pupil premium children met the expected standard, well above the 62% national figure for pupil premium children and 2% higher than the national average for all children (74%).
- **Higher Standard in Reading:** 19% of pupil premium children achieved the higher standard, slightly above the school average of 18%.

Internal data shows that, across most year groups and subjects, attainment gaps are either closing or remaining stable. Pupil Premium children are making accelerated progress at rates similar to—or exceeding—those of non-Pupil Premium pupils, demonstrating the positive impact of our targeted interventions and support strategies.

### Externally provided programmes

Please include the names of any non-DfE programmes that you purchased in the previous academic year. This will help the Department for Education identify which ones are popular in England.

| Programme | Provider |
|---|---|
| Reading Plus | Reading Solutions |
| Times Table Rock Stars and Numbots | Maths Circle Ltd |
| LetterJoin | Green and Tempest |
| Spelling Shed | Educational Shed |
| Testbase | Testbase |
| Oxford Owls | Oxford University Press |

[i] Purchased under a three-year contract, resulting in an annual cost of £2550.