



## Pupil premium strategy statement 2025 - 2026

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. Please to read about the effect that last year's spending of pupil premium had within our school in our impact statement below.

### School overview

Detail	Data
School name	Black Firs Primary School
Number of pupils in school (Sep 25)	312 Reception to Year 6 plus 38 pupils in Nursery full and part time
Proportion (%) of pupil premium eligible pupils	8.3% (26 pupils) Reception to Year 6 plus 2 pupils EYPP
Academic year that our current pupil premium strategy plan covers	2025 - 2026
Date this statement was published	Dec 2025 (actions started from Sept 24)
Dated on which it will be reviewed	Dec 2026
Statement authorised by	Anna Jones, Headteacher
Pupil premium lead	
Governor lead	Emma Perriman-Rabone, lead for disadvantaged pupils
New for 2025/2026 RADY lead	Adam Millington

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£32,815
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b>	<b>£32,815</b>



## Part A: Pupil premium strategy plan

### Statement of intent

Our intention is that all pupils, irrespective of their background or challenges, are given the best possible chance to maximise their potential. High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. We will also use focused support, curriculum enrichment and pastoral care to achieve the aims laid out below:

***We aim to:***

- Remove barriers to learning created by poverty, family circumstance and background.
- Narrow the attainment gaps between disadvantaged pupils and their non-disadvantaged counterparts both within school and nationally.  
(ensuring they make good progress from relative starting points)
- Ensure all pupils are able to read fluently and with good understanding to enable them to access the breadth of the curriculum.
- Develop confidence in their ability to communicate effectively in a wide range of contexts.
- Enable pupils to look after their social, mental and emotional well-being and to develop resilience.
- Enable children to access a wide range of opportunities to develop their knowledge and understanding of the world.

***Achieving our aims:***

***In order to achieve our aims and overcome identified barriers to learning we will:***

- Provide all teachers with high quality CPD to ensure that pupils access effective quality first teaching.
- Provide targeted intervention and support to address identified gaps in learning.
- Target funding to ensure that all pupils have access to trips, residential and first-hand learning experiences.
- Provide opportunities for all pupils to participate in enrichment activities.
- Provide appropriate nurture support to enable pupils to access learning within and beyond the classroom.
- Adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve.

This is not an exhaustive list and strategies will change and develop based on the needs of individuals.



## Challenges

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

Challenge number	Detail of challenge												
1	<ul style="list-style-type: none"> <li>• 5 of our 26 ( 19.2%) children eligible for Pupil Premium funding are also on our <b>SEND</b> register.</li> </ul> <table border="1"> <caption>Pupils with SEND</caption> <thead> <tr> <th></th> <th># Pupils</th> <th>% Pupils</th> <th>National*</th> </tr> </thead> <tbody> <tr> <td>SEN Support</td> <td>4</td> <td>15.4%</td> <td>14.8%</td> </tr> <tr> <td>EHC Plan</td> <td>1</td> <td>3.8%</td> <td>3.5%</td> </tr> </tbody> </table>		# Pupils	% Pupils	National*	SEN Support	4	15.4%	14.8%	EHC Plan	1	3.8%	3.5%
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EHC Plan	1	3.8%	3.5%										
2	<ul style="list-style-type: none"> <li>• Assessments indicate that <b>READING</b> attainment among disadvantaged pupils is below that of non-disadvantaged pupils.</li> <li>• 11 out of 26 (42.3%) of children eligible for Pupil Premium are below age-related expectations in reading. 6 of these children do not have SEND. This is due to gaps in phonological awareness, and basic comprehension skills. 10 pupils who were PP achieved expected standard and 5 achieved greater depth in reading at the end of summer 2025.</li> </ul>												
3	<ul style="list-style-type: none"> <li>• Assessments indicate that <b>WRITING / SPAG</b> attainment among disadvantaged pupils is below that of non-disadvantaged pupils.</li> <li>• 11 of our 26 (42.3%) children eligible for Pupil Premium funding are <u>not</u> at the age-related standard in writing.</li> <li>• This is due to poor phonics knowledge, limited vocabulary and sentence structure when working independently.</li> <li>• 5 of these children have SEND.</li> </ul>												
4	<ul style="list-style-type: none"> <li>• Assessments indicate that <b>MATHS</b> attainment among disadvantaged pupils is below that of non-disadvantaged pupils.</li> <li>• 10 of our 26 (38.5%) children eligible for Pupil Premium funding are <u>not</u> at age-related standards in mathematics. They do not have a firm understanding of number and lack the ability to recall basic number facts.</li> <li>• 5 of these children have SEND.</li> </ul>												
5	<ul style="list-style-type: none"> <li>• The <b>EMOTIONAL WELL-BEING</b> of our disadvantaged pupils continues to be a barrier to learning.</li> <li>• At least 3 of 26 (11.5%) children eligible for Pupil Premium require some additional support / intervention in this respect.</li> </ul>												



6	<ul style="list-style-type: none"> <li>• Due to financial constraints, some children are unable to access some <b>EXTRA-CURRICULAR ACTIVITIES</b> that may improve their self-esteem, cultural capital and feeling of inclusion.</li> <li>• 100% of our children eligible for Pupil Premium funding will need financial assistance to access all of our enrichment/curriculum activities.</li> </ul>																		
7	<ul style="list-style-type: none"> <li>• A small proportion of PP children have poor <b>ATTENDANCE</b>. 1 out of 19 children had attendance of &lt;90% (persistent absence) for 2024-2025 (5.2%). 2 children were &gt;95% (at risk of persistent absence) for 2024-2025 (10.5%) 16 pupils had good attendance of 95% or more for 2024-2025 (84.2%)</li> </ul> <p>Overall attendance for school last year was 96.9% for pupils of compulsory school age.</p> <p>Overall absence for school was below national for general and persistent absence.</p> <div data-bbox="416 916 1394 1249"> <table border="1"> <caption>Absence Rates</caption> <thead> <tr> <th></th> <th>School</th> <th>National*</th> </tr> </thead> <tbody> <tr> <td>Overall absence rate</td> <td>3.9%</td> <td>5.2%</td> </tr> <tr> <td>- Authorised absence rate</td> <td>3.4%</td> <td>3.7%</td> </tr> <tr> <td>- Unauthorised absence rate</td> <td>0.5%</td> <td>1.5%</td> </tr> </tbody> </table>   <table border="1"> <caption>Persistent Absence</caption> <thead> <tr> <th></th> <th>School</th> <th>National*</th> </tr> </thead> <tbody> <tr> <td>Percentage of compulsory school age pupils who miss 10% or more sessions</td> <td>5.0%</td> <td>13.5%</td> </tr> </tbody> </table> <p><small>* School absence figures only include pupils of compulsory school age. This is to be inline with national reporting.</small></p> </div>		School	National*	Overall absence rate	3.9%	5.2%	- Authorised absence rate	3.4%	3.7%	- Unauthorised absence rate	0.5%	1.5%		School	National*	Percentage of compulsory school age pupils who miss 10% or more sessions	5.0%	13.5%
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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.

Challenge	Intended outcome	Success criteria
1 <b>SEND</b>	Pupils with SEND make good or better progress	Termly reviews of SEND support plans, EHCP and PEPs indicate good or better progress from identified starting points for all children.
2 <b>Reading</b>	Pupils will acquire better phonics knowledge and comprehension skills. (reading)	At least 75% (or in line with national) of pupils reach the age-related standard in reading. All pupils will be assessed through FFT fluency assessments and Ready Steady Phonics plus Ready Steady Read Together



		used with 75% of PP pupils at least meeting age related expectations or making accelerated towards ARE if also SEND.
3 <b><u>Writing</u></b>	Pupils will improve their understanding and ability to construct effective sentences.	At least 75% (or at least in line with national) of pupils achieve the age-related standard in writing.
4 <b><u>Maths</u></b>	Improved maths attainment for disadvantaged pupils at the end of KS2.	At least 75% (or at least in line with national thresholds) of pupils achieve the age-related standard in mathematics.
5 <b><u>SEMH</u></b>	To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing demonstrated by: <ul style="list-style-type: none"> <li>• qualitative data from student voice, student and parent surveys and teacher observations (gathered via short reports from Forest Schools, yoga and other nurture opportunities)</li> </ul> Support for pupils and families through ELSA
6 <b><u>Enrichment</u></b>	Pupils will have the opportunity to experience a wide range of extracurricular activities.	Pupils will attend all educational trips, residentials and, where appropriate, have access to after school clubs/extra-curricular activities.
7 <b><u>Attendance</u></b>	To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	100% of disadvantaged pupils achieve a 95%+ attendance for 25-26. Support for families through dedicated attendance officer/ family support worker for Black Firs who is also safeguarding lead in school to help support families to reduce non-attendance.

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: approx. £4000

Activity	Evidence that supports this approach	Challenge number(s) addressed
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<p>Purchase of standardised diagnostic assessments. Training for staff to ensure assessments are interpreted and administered correctly (approx. £300)</p>	<p>Standardised tests can provide reliable insights into the specific strengths and weaknesses of each pupil to help ensure they receive the correct additional support through interventions or teacher instruction:</p> <p><a href="#">EEF article on diagnostic assessment</a></p>	<p>1, 2, 3, 4</p>
<p>Precision teaching using dyslexia/dyscalculia assessments to identify pupils who require additional support – also include CPD for teaching assistants (£600)</p>	<p>EEF guidance report for SEND <a href="#">here</a> refers to explicit instruction and targeted small group/1:1 intensive intervention as being an effective tool for pupil progress.</p> <p>Precision Teaching is a systematic and precise method of evaluating whether a student has or has not acquired knowledge and skills within a particular curriculum area. A case study can be found <a href="#">here</a>.</p>	<p>1, 2, 3, 4</p>
<p>Embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase a subscription to implement a whole school approach to improving S &amp; L and all pupils in Pre-school and Reception will be assessed.</p> <p>Approx £250 towards an annual subscription of Wellcomm Speech and Language Assessment Framework and £200 towards non contact time for a teacher to conduct assessments.</p> <p>Investment in VERBO NHS app for Speech and Language assessment and support plans for pupils on NHS waiting lists (£450)</p>	<p><a href="#">WellComm - GL Assessment</a></p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>In addition to the Wellcomm initiative, we will continue with assessment and intervention of our youngest children at the EYFS (and older children who may benefit) through Language Link ( which is organised and funded through our eCP subscription).</p>	<p>1</p>



<p>One TA to complete Level 5 specialist SEN TA apprenticeship to be able to help co-ordinate SALT within school working with SENCO (funded by DfE).</p>		
<p>Purchase quality texts to supplement the Book Cafe project and/or to match pupil Interests (£250) and also complete sponsored reading events to gain investment in reading books for school (second year of three year project).</p>	<p>Continue to develop reading materials to engage pupils in reading for pleasure- new library installed in school and pupils from our disadvantaged groups to be represented on reading ambassador team to help select books for school and promote reading in school. <a href="#">Our book recommendations   BookTrust</a></p>	
<p>Purchase <a href="#">Barrington Stoke</a> texts to cater for lower ability/age-related interest (£200) CPD for the Ready Steady Comprehension approach to teaching reading skills. <b>(£1000)</b></p>	<p>Reading comprehension strategies focus on the learners' understanding of written text. Pupils learn a range of techniques which enable them to comprehend the meaning of what they read. These can include: inferring meaning from context; summarising or identifying key points; using graphic or semantic organisers; developing questioning strategies; and monitoring their own comprehension and then identifying and resolving difficulties for themselves <a href="#">Comprehension Toolkit Strand (EEF)</a></p>	
<p>Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance.</p> <p>We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training). (£600)</p> <p>Purchase extra maths equipment to supplement the CPA approach (£400)- this follows investment last year- 26/27 will be Maths focus on</p>	<p>The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: <a href="#">Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</a></p> <p>The EEF guidance is based on a range of the best available evidence: <a href="#">Improving Mathematics in Key Stages 2 and 3</a></p>	4



<p>SIP so further investment will be undertaken then.</p>		
<p>Improve the quality of social emotional and mental health (SEMH) learning.</p> <p>Supply cost to ensure School Mental Health Lead (SMHL) has at least a day per term to address subject leadership – £600- <i>please note, new SMHL will need to be identified and trained Summer term following the promotion and resignation of family support worker Feb 26. The school still has one SMHL (Deputy Headteacher).</i></p> <p>SEMH approaches will be embedded into routine educational practices and supported by professional development and training for staff. Continue ELSA and play therapy (£50 per session) and introduce Counselling sessions for pupils at risk of EBSNA through SWANS counselling service (£80 per session).</p> <p>Relationships Without Fear programme from GLOW</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers):</p> <p><a href="https://www.educationendowmentfoundation.org.uk">EEF Social and Emotional Learning. pdf(educationendowmentfoundation.org.uk)</a></p>	<p>5</p>



<p>foundation expanded to cover Year 2, 4, 5 and 6 (last year used in Year 2 and 6) £1400 for project across school.</p> <p>STOP days used to for focus PSHE/wellbeing work, first day back after each half term.</p> <p>Young carers identified and given support through trust programme.</p>		
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### Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £8000

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Additional phonics / precision sessions targeted at disadvantaged pupils who require further support. (delivered by TA = approx. £3500)</p>	<p>Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	<p>1, 2, 3, 4</p>
<p>Speech and Language intervention <b>£500</b> <b>VERBO/WELLCOMM/RISE THERAPY</b></p>	<p>Oral language interventions are recognised as an effective tool to help children progress. EEF evidence can be found <a href="#">here</a> (+6 months).</p>	<p>1, 2</p>
<p>Reading interventions: extra guided reading, comprehension activities <b>(TA: approx. £2000)</b></p>	<p>EEF indicates moderate impact for small group intervention (+4 months).</p>	<p>2</p>



<p>Maths interventions: TT Rockstars, Numbots, pre-teaching, bespoke intervention + in class support (<b>TA: approx. £2000</b>)</p>	<p>EEF indicates moderate impact for small group intervention (+4 months).</p> <p>EEF indicates moderate impact for digital technologies (+4 months)</p>	<p>3</p>
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## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: Approx £19,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Funding extracurricular and after school clubs. A range of extracurricular activities are offered at Black Firs Primary School: Music, sports, dance, computing (<b>approx. £2000</b>)</p>	<p>EEF indicates moderate impact for social and emotional interventions. We understand that extra-curricular activity can help promote a love of learning, improve social skills, self-esteem, a sense of community and a feeling of self-worth. It also ensures that all of our children can access every school activity.</p>	<p>5, 6</p>
<p>Funding visits and residential (<b>approx. £2000</b>)</p>	<p>Visits and residential trips work to enrich the curriculum and it is vital that all children are able to access them. 'Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation'. (EEF)</p>	<p>5, 6</p>
<p>Forest Schools (<b>Approx. £1800 for Level 3 Forest School training</b>)</p>	<p>Our school woodland is being revamped ready for us to restart our Forest School offer and we have plans to start re-offering a Forest School, once we have a newly trained TA. Our Forest School's programme will be based on a fundamental respect for children and their capacity to instigate, investigate and maintain curiosity for the world around them. It will seek to improve children's self-awareness, self-regulation, self-motivation,</p>	<p>5</p>



	empathy and social skills. Evidence based research around forest schools can be found <a href="#">here</a>	
Yoga / Nurture / ELSA ( <b>Approx £4000</b> )– cost of ELSA teaching assistant including supervision days non-contact)	Yoga can provide positive and pedagogical support in school and "increase mindfulness, emotional regulation, and positive behaviours of school students" (Accardo, 2017) Also see ELSA research impact document <a href="#">here</a> for positive impact of ELSA.	5
Embedding principles of good practice set out in the DfE's <a href="#">Working Together to Improve School Attendance</a> advice. This will involve training and the implementation of new procedures (approx. £9500)	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.  Attendance officer/family support worker to support families 11.5 hours per week- this member of staff is on the safeguarding team and will work with Headteacher and SENDCO to reduce non-attendance and lateness	7

**Total budgeted cost: £31,300 (additional £6000 required for attendance/family support work role taken from main school budget)**

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

### **Pupil premium strategy outcomes**



Please see below from Pupil Premium Strategy 24-25 document for an evaluation of progress against last year's actions.

Priorities below are taken from our 2024-2025 strategy

Intended Outcome	Success Criteria	Evaluation
<p><b>Priority 1:</b> To narrow the <u>attainment</u> gap between disadvantaged and non-disadvantaged pupils in reading, writing and maths through quality first teaching and closely monitored intervention groups. Better teaching and directed support ensures disadvantaged children keep up with their peers. Pupils keep up not catch up.</p>	<ul style="list-style-type: none"> <li>• Data shows that individual PP pupils have <i>accelerated</i> their rate of progress in Reading, Writing and Maths.</li> <li>• Increased percentage in the number of pupils achieving the expected standard in Reading, Writing and Maths in all year groups but especially EYFS, Y2 and Y6.</li> <li>• Increased % in the number of pupils achieving the expected standard in Phonics in Y1 and Y2. Phonics outcomes for PPG pupils judged at least good.</li> <li>• Attainment gaps between PP and non-PP children are closing.</li> <li>• Class teachers demonstrate a high level of knowledge of children's individual needs at PPMs</li> <li>• A focus on early reading strategies in EYFS and KS1 and novel study in KS2 increase reading attainment.</li> <li>• We have increased reading for pleasure amongst Disadvantaged pupils.</li> <li>• Daily Maths 'fluency' sessions cement 'the basics' leading to better attainment in arithmetic especially.</li> <li>• All relevant EYFS/KS1 staff have received training to effectively deliver the 'Little Wandle Phonics SSP' scheme so that disadvantaged pupils obtain the required attainment outcomes against their peers nationally, based on the Phonics Check.</li> <li>• Talk for Writing processes are embedded across the whole school which leads to an increase in attainment.</li> <li>• Through participation in the NELI programme, communication and language skills for identified pupils in EYFS improve significantly.</li> </ul>	<ul style="list-style-type: none"> <li>• Summer data for 2024-2025 showed that the move to</li> <li>• Ready Steady Phonics</li> <li>• Ready Steady Spell</li> <li>• Ready Steady Write</li> <li>• Ready Steady Comprehension has made a positive impact on pupil attainment. 80% of Y1 pupils attained expected standard in phonics and 95% of Year 2 retakes. CPD for all staff has been developed and school has been invited to take part in the RADY project 2025-2026. Rady TLR post holder: Adam Millington.</li> </ul> <p>Pupils in Pre-School and Reception were assessed and supported through WELLCOMM. Language Link is used by our visiting specialist TA for speech and language for KS1 and we have started to use the KS2 assessment to identify pupils with possible DLD (developmental language disorder) in Autumn 2025- two pupils who are PP/SEND have been identified through this, with one successfully being awarded EHCP for support April 2026.</p>



		<p>This year we will be using starting to expand our internal speech and language early identification and support by using VERBO a new NHS app from Harringey NHS team to ensure early identification and support.</p> <p>Through our new Literacy scheme we have increased opportunities for modelled and shared writing and more discussion and scaffolding- The new Spelling programme has supported pupils with learning of spelling rules. In 2026-2027 we will move to focus on Oracy development.</p>
<p><b>Priority 2:</b> A high proportion of our disadvantaged pupils make or exceed nationally expected <u>progress</u> rates at the end of EYFS, Y1 PSC, KS1 and KS2; rates of progress in nonreporting year groups is at least 'good'.</p>	<ul style="list-style-type: none"> <li>• All progress scores for disadvantaged pupils are in the positive range at the end of KS2 in Reading, Writing and Maths.</li> <li>• Disadvantaged pupils make expected progress in Foundation subjects through careful monitoring of standards within our Creative Curriculum.</li> <li>• Quality First Teaching – impactful CPD further strengthens pedagogy, particularly the use of AFL and feedback; scaffolding strategies and teacher modelling techniques.</li> <li>• SENDCOs work with teachers to improve their capacity to support SEND and lower ability children, including strategies and resources relating to understanding barriers and addressing needs.</li> <li>• Targeted, impact measured interventions for RWM 1:1; small group tuition, booster activities improve attainment.</li> </ul>	<ul style="list-style-type: none"> <li>• We have continued our TLR position to lead Adaptive teaching through school. This teacher will be working alongside our SENDCO to improve quality first teaching using the EEF 5 a day strategies and WALKTHRUS. Early identification of pupil needs in core subjects supported better- use of YARC reading assessment introduced. They will complete the Ambition Institute Adaptive Teaching Train the Trainer model during 2025-2026.</li> <li>• Staff and pupil illness impacted some interventions in 2024-2025. Move to tracking interventions on INSIGHT to monitor attendance within sessions.</li> </ul>



<p><b>Priority 3:</b> For all pupils to have improved resilience and aspirations through access to wider opportunities within an enhanced curriculum that will impact positively on learner behaviours and pupil outcomes re: academic, social and emotional development.</p>	<ul style="list-style-type: none"> <li>• Majority of Disadvantaged children take part in at least two after-school clubs or enrichment activities each year e.g. sports competitions, peripatetic music lessons.</li> <li>• Increase in the number of pupils accessing extra-curricular activities and trips, increasing their life experiences.</li> <li>• All PP pupils reach their full potential; some exceed – more able PP are judged as working at GDS.</li> <li>• Our rich, exciting and engaging themed-based curriculum is further enhanced to ensure that lessons promote shared values and pupils’ SMSC development.</li> <li>• We support children in becoming ‘citizens of good character’ by fully embedding Character Education initiatives across the whole school.</li> <li>• Positive emotional wellbeing and good mental health is promoted across the school community so that all pupils have high aspirations and positive self-esteem.</li> <li>• A free place at Out of School Breakfast Club is provided for PP children.</li> <li>• Quality lunchtime and after-school clubs offered free to PP children provide them with wider opportunities thereby enhancing their personal development.</li> <li>• Trips, visits, clubs are subsidised so PP children have the same opportunities and experiences as non-disadvantaged children.</li> </ul>	<ul style="list-style-type: none"> <li>• Pupils on our PP register were offered the opportunity to attend extra-curricular trips and residential subsidised by school.</li> <li>• One pupil had drumming sessions paid for through Rock Steady Music.</li> <li>• STOP days were introduced for mental health and wellbeing for all pupils</li> <li>• Two pupils now regularly attending breakfast club.</li> <li>• Lunchtime club and after school clubs have been offered to pupils</li> <li>• All pupils in Year 2 and Years 3-6 who are eligible for PP have attended residentials at a subsidised 50% cost.</li> <li>• All trips have been paid for.</li> <li>• Lunchtime clubs- we have organised cross country running at lunchtimes and choir for pupils in the juniors to encourage healthy living. For 2025-2026 we will continue to have a sports coach at lunchtimes to increase engagement for pupils who may not be able to access after school clubs.</li> </ul>
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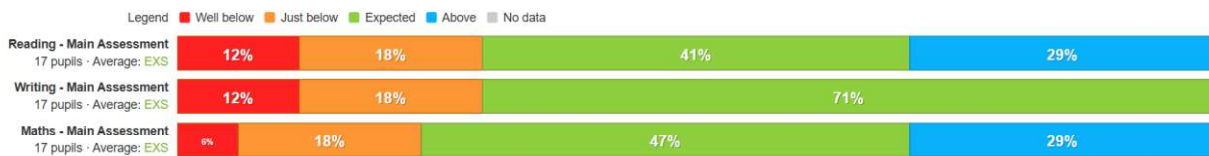
<p><b>Priority 4:</b> To address the academic, social, emotional and mental health needs of pupils who are most at risk of underachieving through support for our vulnerable families.</p>	<ul style="list-style-type: none"> <li>• For pupils with SEMH needs, accurate and timely identification and careful monitoring of individual targets, support plans and bespoke provision in class enables these children to thrive.</li> <li>• SENDCOs proactively engage with outside agencies to provide additional support and advice where appropriate re: mental health and well-being.</li> <li>• Wellbeing Team identify parents for additional support and work with them on strategies to support SEMH and further parental engagement.</li> <li>• Class Dojo and home learning protocols increase the amount of home learning that children have access to.</li> <li>• School further develops its communication via accessible website with regular Dojo Posts, Instagram feeds and links.</li> <li>• Maths, Reading and Phonics Parents programmes and other curriculum events for parents are held throughout the year.</li> <li>• Reduced absence among pupils eligible for PP to achieve targets.</li> <li>• Attainment and progress is improved through greater motivation and self-learning.</li> <li>• Parents report positive experiences of working with their children on learning objectives at home.</li> <li>• Attainment and progress is improved through greater motivation and self-learning.</li> </ul>	<ul style="list-style-type: none"> <li>• School family support worker is DDSL and is also attendance officer for school. She works closely with SENDCO. Together they held monthly wellbeing coffee mornings for parents on a range of SEMH and SEND issues.</li> <li>• The school has trained a second member of staff (our Deputy Headteacher/wellbeing lead) as a senior mental health first aider.</li> <li>• Class Dojo is used for communication with parents and is accessible on a mobile phone. This has helped with keeping parents up to date. We have increased parents' meetings from 1 to 2 meetings per year, with summary report added to keep parents informed of progress and attendance in addition to end of year report.</li> <li>• £50 per pupil eligible for PP has been offered through our uniform supplier DP Sportswear. When we changed the logo and uniform in 2023-2024 we made sure there were a range of options, only red and black as compulsory and PE/Sportswear can be used as normal daily uniform to reduce need to have two different uniforms. We paid for a new sweatshirt/cardigan/sports top for all PP eligible pupils.</li> <li>• Restrictions within school re computing devices</li> </ul>
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		<p>meant that we were unable to provide as much support to pupils as intended, this is something we will offer from Jan 2025 as a lunchtime homework club for pupils who would like the opportunity to catch up with homework tasks.</p> <ul style="list-style-type: none"> <li>• Pupil progress meetings added from Jan 2024 have continued and these have proven successful in identification of pupils who need additional support who are on the vulnerable pupils list. In 2024-2025 see how to support parents who struggle with their own skills in Maths as this is an area many parents have asked for support in. We will also focus training on attendance so that staff learn about how to monitor persistent absence and support pupils at risk of EBSNA.</li> </ul>
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Attainment Overview for Pupils (from 2024-2025) who are pupil premium, in Years R-6 - 2024-2025 Summer 2

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**Combined attainment**

