

Pupil premium strategy statement

Before completing this template, you should read the guidance on [using pupil premium](#).

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This

statement details our school's use of pupil premium (and recovery premium for the 2021 to 2022 academic year) 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 effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	Duke Street Primary
Number of pupils in school	318
Proportion (%) of pupil premium eligible pupils	43% (Currently 136 pupils)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2025/26 – 2028/29
Date this statement was published	
Date on which it will be reviewed	
Statement authorised by	Andrew Kidd and Sarah Ridley (Co-head teachers)
Pupil premium lead	Senior Leadership Team
Governor / Trustee lead	Standards and Effectiveness Committee

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£207,905
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£207,905

Part A: Pupil premium strategy plan

Statement of intent

Our intention is that all pupils, irrespective of their background or the challenges they face, make good progress and achieve high attainment across all subject areas. The focus of our pupil premium strategy is to support disadvantaged pupils to achieve that goal, including progress for those who are already high attainers and progress from unique starting points for children with other significant challenges.

We will consider the challenges faced by vulnerable pupils, such as those who have a social worker and young carers.

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.

When making decision about using the Pupil Premium funding, it is important to consider the context of the school and the subsequent challenges faced. Reference to EEF will support research and reasoning for supporting certain decisions and ensure the strategies are value for money.

We have an extensive list of priorities to support disadvantaged pupils and help them to succeed and make progress in school and to help close gaps, particularly within the core subjects and wider issues such as hard to reach families, attendance and underdeveloped communication skills (particularly within EYFS and KS1).

- The gap to be minimised and disadvantaged pupils making progress within English, with a particular focus on **reading**.
- High quality phonics support for disadvantaged pupils, following a scheme which benefits the systematic teaching of phonics and helps to close the phonic gap, particularly for children in Foundation stage and KS1.
- Through 'Mastery Maths' teaching, the gap to be minimised and progress made for disadvantaged pupils across the school.
- High quality interventions for disadvantaged pupils to support with closing gaps and addressing misconceptions in core subject areas.
- Providing a broad and balanced curriculum in Foundation Stage for disadvantaged pupils, getting them ready to learn and focusing on attention and listening alongside PSED.
- For all disadvantaged pupils to receive a broad and balanced curriculum which meets their needs and supports their academic, social and emotional development.

- There are designated **support staff scheduled** to support with the progression and development in reading, writing and Maths for key pupils who have gaps and needs addressing daily.
- There is an EAL tutor **and EAL designated member of staff** to support language development and academic progress weekly.
- Some children have been placed into a complex needs class which is developing key skills and helping children to make progress against their targeted areas.
- Training has been provided for staff to support with High Quality Teaching and resourcing.
- Training has been received and resources purchased **for WellComm** to further support communication issues.
- **Training and resources are being purchased via ‘Concept Cat’ to support with conceptual understanding in the early phases of learning (particularly focusing on EYFS and Year 1).**
- Bought into resources to support the progress and delivery of lessons.
- Bought specialist training from English Consultancy team to support the teaching of English to promote outcomes.
- Bought in services from private SALT and EP to support key children and classes with needs which require addressing and focussed work to promote outcomes both academically and in terms of social, emotional and mental health.
- **Development of ‘Zones of regulation’ support within each class to help with emotional well-being and emotional literacy.**
- Outreach team provided by school to support families with helping their children and attendance issues.
- **Drive and commitment to supporting parents and carers of disadvantaged children to support their children with learning and making progress. Van Voorhis suggests ‘When parents feel ill-prepared to support children with their learning, they are less likely to despite the intrinsic desire to help.’**

Challenges

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

Challenge number	Detail of challenge
1	<i>Significant challenges with school readiness and foundational knowledge, particularly within our Year 1 cohort.</i>
2	<i>Number of children with gaps in phonic knowledge and application.</i>
3	<i>EYFS department and Year 1 lacking age appropriate speech, language and communication skills.</i>

4	<i>Attendance and punctuality can be a challenge for disadvantaged pupils as missing more days of school results in gaps being further widened.</i>
5	<i>Increased need for outreach support for some of our more disadvantaged families and nurture needed to provide support to disadvantaged pupils who have difficulties with their social and emotional range.</i>
6	<i>Close the gap in reading and writing to ensure that more children, particularly those who are deemed as 'disadvantaged', reach age related expectations.</i>
7	<i>Parental engagement with school events and support for learning at home is inconsistent for some pupils eligible for Pupil Premium. This is often influenced by wider family challenges, including parents' own experiences of education and socio-economic disadvantage.</i>
8	<i>School assessment data indicates that pupils eligible for Pupil Premium make slower progress than non-disadvantaged pupils in key areas of learning, resulting in a persistent attainment gap.</i>
9	<i>Growing need of social and emotional difficulties which children experience, particularly those who are disadvantaged, impacting negatively upon their learning and progress.</i>

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
Increased percentage of children currently assessed as 'Working Towards', particularly focusing on those disadvantaged children where English is as an Additional Language (EAL) reaching age related expectations in all year groups.	<p>EAL tutor to support key EAL children to make progress. – Progress report provided to outline progress being made.</p> <p>EAL TA (4 days per week) supporting key EAL children. For some EAL assessments, they are reviewed and regularly linked to NASSEA.</p> <p>Tutors are bought in to support and termly data analysis to track academic progress.</p> <p>DAP pupil progress meetings with SLT to discuss further interventions/support needed to boost progress.</p> <p>Teaching assistants designated to key areas of improvement through interventions such as phonics, reading, maths and writing – This is therefore showing a positive impact upon data analysis and number of WT children lessens.</p> <p>Support from consultants, such as Catherine Pilkington from the English Consultancy team showing high quality impact in the planning</p>

	<p>and lesson delivery phases, impacting positively on pupil progress.</p> <p>High Quality teaching and resourcing will support the academic progress being made.</p>
<p>Increased percentage of children passing the phonic screening tests.</p>	<p>Regular checks for Y1 pupils to find gaps and assess support groups accordingly.</p> <p>Phonics lead to tailor phonics programme to support children requiring extra intervention termly.</p> <p>Observation of children in phonics sessions from Phonics lead.</p> <p>Offering support to parents regarding supporting children with their phonics.</p> <p>Further engagement from parents with key phonic areas to learning.</p> <p>Support and advice from Claire Cherry (Consultant from the Lancashire English team) showing high quality impact in the lesson delivery phase and subsequent interventions, impacting positively on pupil progress.</p> <p>End of Year results.</p>
<p>Increased percentage of Reception children reaching a good level of development.</p>	<p>Termly tracking to see which children are on track and sculpt provision and intervention.</p> <p>Use of 'Development Matters' to identify key gaps and misconceptions to be addressed through high-quality planning of lessons and provisions.</p> <p>Weekly team gap analysis meetings and provision planning meetings to address the needs of children who are not on track.</p> <p>EP review to support with classroom environment and learning behaviour.</p> <p>SENDCo to support with provision and focus areas for children who are significantly behind, helping to show progress from unique starting points.</p>

	<p>Adaptive and responsive teaching approaches and involvement from consultant Steph Johnson at Lancashire to further support pupil progress and attainment.</p> <p>Intervention success and next steps.</p> <p>Provision map discussions termly.</p> <p>End of year data.</p>
<p>Increased engagement and attendance for our most hard to reach families leading to improved outcomes for the children.</p>	<p>Outreach will provide case studies of key 'hard to reach families' demonstrating increasing engagement levels.</p> <p>Regular attendance meetings to review attendance of key children.</p> <p>Outcomes completed through CAF/TAF process. (This will also list engagement with other services)</p> <p>Involvement from Angela xxx – Attendance officer at Lancashire.</p> <p>Attendance and punctuality focus groups with Natalie Worden from Outreach team to support children with feeling happy and safe to be in school, resulting in a positive increase in attendance and punctuality.</p> <p>SENDCo liaising with parents/medical professionals to support, where possible, making appointments out of school time or visits in school therefore reducing absences and increasing SEND attendance percentage.</p> <p>Data analysis focuses on identifying key pupils and monitoring changes in progress and attainment where improvements in attendance and punctuality have been achieved.</p>
<p>Disadvantaged pupils demonstrate increased confidence and clarity in vocabulary use, improved social and purposeful communication, and strengthened speech, language, and communication profiles, enabling them to narrow gaps associated with speech, language and communication needs and increasingly catch up with, and keep pace alongside, their age-related expectations.</p>	<p>Targeted disadvantaged pupils show measurable progress on school speech, language, and communication assessments – referencing to either WellComm intervention, Concept Cat development or within the Language and Communication section of the EYFSP.</p> <p>An increasing proportion of disadvantaged pupils meet or exceed age-related</p>

	<p>expectations for expressive and receptive language.</p> <p>Pupils demonstrate improved use of age-appropriate vocabulary in structured and unstructured contexts, as evidenced through observations, work samples, and pupil voice.</p> <p>Teachers report increased confidence and participation in classroom discussions and group activities</p> <p>The attainment gap between disadvantaged pupils and their peers in communication and language is reduced across the year.</p> <p>Disadvantaged pupils use language more purposefully to express needs, ideas, and emotions, with reduced reliance on adult scaffolding.</p> <p>Improved communication skills contribute to increased engagement across the curriculum, supporting progress in reading, writing, and wider learning.</p>
<p>Disadvantaged pupils develop strong Behaviour for Learning and executive functioning skills, enabling them to access learning effectively, sustain progress, build resilience, and increasingly take responsibility for their learning, self-regulation, and organisation.</p>	<p>Pupils use taught strategies to manage emotions, remain focused, and recover from setbacks, through access, familiarity and use of 'Zones of Regulation' approach.</p> <p>Pupil voice indicates increased confidence, self-belief, and understanding of how to support their own learning.</p> <p>Involvement from consultant Steph Johnson to support with executive functioning, cognitive overload and adaptive and responsive teaching to support the wider needs of children, particularly those who are classed as disadvantaged.</p> <p>Involvement and feedback from Acorn Psychology regarding zones of regulation, executive functioning and emotional literacy through 1:1 work and wider school support.</p> <p>Targeted pupils demonstrate improved engagement in lessons, including increased on-task behaviour and sustained attention.</p> <p>Incidents of low-level disruption and learning-related behaviour concerns for disadvantaged pupils reduce over time.</p>

	Classroom observations show pupils following routines and expectations with increasing independence
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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: £12,400

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Further support staff employed to help children with further needs, including those who are disadvantaged to make progress.</i></p> <p><i>CPD through Steph Johnson and Acorn Psychology with relation to executive functioning skills.</i></p>	<p>Individualised instruction involves providing different tasks for each learner and support at the individual level. It is based on the idea that all learners have different needs, and that therefore an approach that is personally tailored—particularly in terms of the activities that pupils undertake and the pace at which they progress through the curriculum—will be more effective.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p> <p><i>Evidence shows that educators can implement approaches that benefit young children’s self-regulation and/or executive function. The EEF’s Early Years Toolkit finds that self-regulation approaches may also be effective in promoting successful learning.</i></p> <p><i>In the evidence, educators use different approaches to support self-regulation and executive function. Some require proactive and explicit teaching and modelling; others may arise from educators’ observations of children’s activities in the moment and others require educators to intentionally structure experiences for children to facilitate development during play, enabling them to practise and try out different strategies.</i></p> <p>https://educationendowmentfoundation.org.uk/early-years/evidence-store/self-regulation-and-executive-function</p> <p><i>Harvard University stipulate; Executive function and self-regulation (EF/SR) skills provide critical supports for learning and development, and while we aren’t born with these skills, we are born with the potential to develop them through interactions and practice.</i></p> <p>https://developingchild.harvard.edu/resources/handouts-tools/activities-guide-enhancing-and-practicing-executive-function-skills/</p>	1, 8
<p><i>Providing staff with specialist CPD from the</i></p>	<p>Guidance report published by EEF outlines the importance of having key recommendations to improve the outcomes in Literacy – focusing on phonics, reading comprehension and writing outcomes.</p>	1, 6

<p><i>English consultancy team to support with planning and delivering high quality writing lessons, further developing outcomes.</i></p> <p><i>Planning opportunities for departments to sit with teaching staff to plan a unit of work.</i></p>	<p><u>Literacy KS1 Guidance Report 2020.pdf (d2tic4wvo1iusb.cloudfront.net)</u></p> <p><u>EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf (d2tic4wvo1iusb.cloudfront.net)</u></p>	
<p><i>Tailored CPD for intervention programmes to support with SLCN, particularly for children with complex needs and for those who are disadvantaged</i></p> <p><i>CPD focusing on importance of language in the Early years, provision units and through school to promote outcomes. – Linked to training from English consultants</i></p>	<p>There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion, are inexpensive to implement with high impacts on reading:</p> <p><u>Oral language interventions Toolkit Strand Education Endowment Foundation EEF</u></p>	1, 3, 7, 8
<p><i>Nurture groups and additional support for children with social and emotional difficulties impacting upon focus and learning.</i></p>	<p><i>The average impact of the small group tuition is four additional months' progress, on average, over the course of a year.</i></p> <p><i>Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness.</i></p> <p><u>Small group tuition EEF (educationendowmentfoundation.org.uk)</u></p>	1,3,4,9

	<p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p>SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	
<p><i>Focus on developing 'Mastery' and using Lancashire Red Rose across school to support detailed planning and delivery of mastery to the children. Also CPD relating to teaching for mastery across the whole age range.</i></p> <p><i>School are also using Mastering Number from NCETM to provide support for children to master the key skills and concepts of number in Maths from FS – Y2.</i></p>	<p>The impact of mastery learning approaches is an additional five months progress, on average, over the course of a year.</p> <p>Mastery learning EEF (educationendowmentfoundation.org.uk)</p>	1, 8
<p><i>Purchase of a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. (The SSP scheme purchased is Lancashire Red</i></p>	<p>Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p>	1, 2

<i>Rose Phonics programme.)</i>		
<i>Bought in to Lancashire Bridging units to support closing gaps in English. This is used to support planning.</i>	<p>Guidance report published by EEF outlines the importance of having key recommendations to improve the outcomes in Literacy – focusing on phonics, reading comprehension and writing outcomes.</p> <p>Literacy KS1 Guidance Report 2020.pdf (d2tic4wvo1iusb.cloudfront.net)</p> <p>EEF-Improving-literacy-in-key-stage-2-report-Second-edition.pdf (d2tic4wvo1iusb.cloudfront.net)</p>	8

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

Budgeted cost: £95,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Access to EAL specialist teacher to support with language support and academic achievement.</i>	<p>The average impact of the small group tuition is four additional months' progress, on average, over the course of a year.</p> <p>Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners' needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness.</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	1, 6
<p><i>Involvement of bought in service from SALT to support key high needs individual support.</i></p> <p><i>Concept Cat and WellComm interventions purchased to increase, promote and track progress.</i></p>	<p>Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment:</p> <p>Oral language interventions EEF (educationendowmentfoundation.org.uk)</p> <p>Concept Cat is a programme designed to help children develop early conceptual vocabulary – words like 'first', 'wide' and 'empty'. These words are important for understanding concepts in the maths and science curriculums.</p> <p>https://educationendowmentfoundation.org.uk/projects-and-evaluation/promising-programmes/concept-cat</p>	1, 3, 7, 8

<p>Use of specific interventions such as ‘Zones of regulation’, ‘My Star’ or ‘Drawing and talking’ alongside ‘social narratives’ and ‘comic strip conversations to support social and emotional development.</p>	<p>The average impact of the small group tuition is four additional months’ progress, on average, over the course of a year.</p> <p>Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners’ needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness.</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p> <p>Social and emotional learning (SEL) interventions seek to improve pupils’ decision-making skills, interaction with others and their self-management of emotions, rather than focusing directly on the academic or cognitive elements of learning.</p> <p>SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	<p>1,3,4,9</p>
<p>Extra supporting Phonic sessions in small groups to develop phonic knowledge and application in KS1.</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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>The average impact of the small group tuition is four additional months’ progress, on average, over the course of a year.</p> <p>Evidence shows that small group tuition is effective and, as a rule of thumb, the smaller the group the better. Some studies suggest that greater feedback from the teacher, more sustained the engagement in smaller groups, or work which is more closely matched to learners’ needs explains this impact. Once group size increases above six or seven there is a noticeable reduction in effectiveness.</p> <p>Small group tuition EEF (educationendowmentfoundation.org.uk)</p>	<p>2, 6, 8</p>
<p>Targeted reading support focused on engaging disadvantaged boys. Weekly interventions for Y2 and Y6 – AP.</p>	<p>reading_for_pleasure.pdf</p> <p>OECD (2010) conclude that while factors such as predisposition, temperament, peer pressure and socialisation may contribute to boys having less interest in reading than girls, boys could be encouraged to enjoy reading more and to read more for enjoyment. PISA results suggest that boys would be predicted to catch up with girls in</p>	<p>2, 6, 8</p>

	reading performance if they had higher levels of motivation to read and used effective learning strategies. One example includes developing effective ways of summarising complex information in their reading.	
<p><i>Purchase of 'Bounce Back Phonics Boost Pack and 'Red Rose Fast Track' to support phonic application for children in KS1 and KS2, particularly Year 3 children, who have not passed their KS1 phonics screening and to secure phonics knowledge across KS1.</i></p> <p><i>Purchase of Red Rose Phonics CPD Film Suite to further enhance phonics CPD and ensure consistency.</i></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:</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>This strand highlights the strong evidence base for phonics as a highly effective approach to supporting early literacy development, and the importance of ensuring that all children receive high-quality phonics instruction.</p>	2, 6, 8
<p><i>Continued access to Reading Eggs software to support the children with reading and comprehension activities.</i></p>	<p>Designed by literacy experts, Reading Eggs makes learning essential reading and phonics skills easy and fun. The programme uses a highly motivating sequence of online reading lessons, activities and books that keep pupils engaged and on task.</p> <p>The team behind Reading Eggs has been producing high-quality educational resources for more than 25 years, with a focus on learning outcomes, not just technology.</p> <ul style="list-style-type: none"> • Supports core literacy teaching with a simple-to-navigate format. • Explicitly teaches letters and sounds with engaging activities. • Diagnostic test allows pupils to work at different reading levels within the programme. • Pupils are excited to play and learn to read. 	1, 2, 6, 8

<p>Purchase of resources to support Calibre Audio in UKS2.</p>	<p>Calibre Learning - Part of the Calibre Audio family.</p> <p>Research compiled by Calibre Audio has shown that guided reading using an audiobook and a printed book together is the most effective at improving reading and comprehension levels, but research also shows that simply listening to the audiobooks is also beneficial.</p>	<p>1, 2, 6, 8</p>
<p><i>Access to a additional SEND support for children who have complex needs and are disadvantaged, to make progress against key targeted areas through 1:1 interventions stated on their learning plans.</i></p>	<p>Tuition targeted at specific needs and knowledge gaps can be an effective method to support low attaining pupils or those falling behind, both one-to-one:</p> <p>One to one tuition EEF (educationendowmentfoundation.org.uk)</p> <p>And in small groups:</p> <p>Small group tuition Toolkit Strand Education Endowment Foundation EEF</p>	<p>8</p>
<p><i>Bought-in involvement regularly from a private Educational Psychologist to assess and provide support for children who are experiencing significant cognitive difficulties.</i></p> <p><i>Report and strategies relating to various meta-cognition, HQT approaches and self-regulation techniques.</i></p> <p><i>EP is also providing support within the Year 1 to support Behaviour for Learning and executive functioning skills to help make progress.</i></p>	<p>There is some evidence to suggest that disadvantaged pupils are less likely to use metacognitive and self-regulatory strategies without being explicitly taught these strategies. Explicit teaching of metacognitive and self-regulatory strategies could therefore encourage such pupils to practise and use these skills more frequently in the future.</p> <p>Metacognition and self-regulation EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 8</p>

<p><i>Teaching assistants directed to complete 1:1 reading with the lowest 20% of readers in each class.</i></p> <p><i>Teaching assistants picking up extra interventions to support children who are disadvantaged with closing the gaps in Literacy and Numeracy. Teachers are also involved in this with progress groups daily.</i></p>	<p>In England, positive effects have been found in studies where teaching assistants deliver high-quality structured interventions which deliver short sessions, over a finite period, and link learning to classroom teaching.</p> <p>Teaching Assistant Interventions EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 3, 6</p>
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £143,800

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p><i>Nurture sessions delivered variably from 1:1 sessions and small groups to help children to develop their emotional literacy and social and emotional skills.</i></p>	<p>The average impact of successful SEL interventions is an additional four months' progress over the course of a year. The security of this evidence is, however, very low, so schools should carefully monitor the efficacy of approaches in their own settings. Alongside academic outcomes, SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school.</p> <p>Social and emotional learning EEF (educationendowmentfoundation.org.uk)</p>	<p>1, 9</p>
<p><i>Embedding principles of good practice set out in the DfE's Improving School Attendance advice.</i></p> <p><i>This will involve our appointed outreach workers supporting families and liaising with</i></p>	<p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p>	<p>4</p>

<i>parents/carers to improve attendance.</i>		
<i>Access to a team of outreach workers, providing support to vulnerable families and supporting them with routines and attendance issues.</i>	<p>Parents play a crucial role in supporting their children’s learning, and levels of parental engagement are consistently associated with better academic outcomes. Evidence from our Teaching and Learning Toolkit suggests that effective parental engagement can lead to learning gains of +3 months over the course of a year.</p> <p>Working with Parents to Support Children's Learning EEF (educationendowmentfoundation.org.uk)</p>	4, 5, 7

Total budgeted cost: £ 251,700

Part B: Review of outcomes in the previous academic year

Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2024 - 2025 academic year.

Summer 2025

Percentage of PPG children achieving ARE at the end of KS2:

Reading 36.8%

Writing 52.6%

Maths 57.9%

Phonics screening Year 1 53.8% (3 yr 65.2%)

Through the use of My Happy Mind, outreach staff and nurture team, children were supported with their mental health and well-being. Children have a good understanding of how their brain work and use this to regulate their emotions.

We continue to engage with English consultancy support to continue to improve high quality teaching which is showing improvements in some year groups across school.

Outcomes at the end of KS2 will be a key area of development, with a focus on disadvantaged boys across school.

Involvement of private SALT and EP showed positive progress through review reports and helped identify next areas of involvement.

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
Concept Cat	Thinking Talking
WellComm	GL Assessment

Drawing and Talking	Drawing and Talking: Lifelong Therapeutic Talking
Executive Functioning Activities	Harvard University
Zones of Regulation	https://zonesofregulation.com/
Independent Educational Psychologist	Acorn Psychology
Private SALT	Independent SALT
Red Rose Maths	Lancashire Maths Team
IDL	IDL
Reading Eggs	3P learning