



## Pupil premium strategy statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

### School overview

Detail	Data
Number of pupils in school	416
Proportion (%) of pupil premium eligible pupils	9.6%
Academic year/years that our current pupil premium strategy plan covers ( <b>3 year plans are recommended</b> )	2025 to 2028
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Cathy Elsley
Pupil Premium Lead	Steph Watson
Governor / Trustee lead	Audrey Skidmore

### Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£54,625
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
<b>Total budget for this academic year</b> If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£54,625

## Part A: Pupil premium strategy plan

### Statement of intent

Our aim is to nurture the development of knowledge, skills, and academic success for all pupils, including those eligible for Pupil Premium, helping them to achieve their full potential in every aspect of life. By taking a holistic approach, we offer personalised programmes and support through our dedicated staff and external partners, ensuring every child makes meaningful progress. Ongoing staff training allows us to provide a seamless experience that prioritises well-being and delivers targeted support for the best outcomes.

Our intervention and support programmes focus on meeting the individual needs of each child, helping them to develop transferable knowledge and skills that will support them throughout their school journey and prepare them for future education, training, and life's challenges. Recognising the importance of well-being, we help pupils build strategies, perseverance, and resilience to overcome difficulties they may face.

Our approach combines evidence-based intervention programmes, high-quality staff training to deliver excellent teaching and support, and a rich environment filled with knowledge and vocabulary. Together, this creates a positive and engaging learning atmosphere for all pupils.

### Challenges

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

Challenge number	Detail of challenge
1	Pupils achievements in writing
2	Increased demand for specialist support and provision
3	Pupil mental health and well-being
4	Pupil retention of information, knowledge and strategies
5	Pupil Attendance

## 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
<p>Disadvantaged pupils make strong progress in transcription (spelling/handwriting) and composition (structure, vocabulary, grammar), closing the attainment gap in writing.</p>	<ul style="list-style-type: none"> <li>• Pupils produce longer, more coherent pieces with improved vocabulary and sentence structure in termly assessments.</li> <li>• Moderation evidence shows pupils applying taught grammar and spelling strategies consistently.</li> <li>• Pupils demonstrate greater independence in planning and editing during writing tasks.</li> <li>• Teacher feedback indicates improved stamina and confidence in extended writing.</li> </ul>
<p>Pupils with complex needs receive timely, appropriate support so they access learning, make academic progress, and show improved engagement.</p>	<ul style="list-style-type: none"> <li>• Each identified pupil has a personalised support plan reviewed termly.</li> <li>• Pupils participate fully in planned interventions and show improved engagement in lessons (observations and logs).</li> <li>• Work samples show incremental progress in core subjects aligned to individual targets.</li> <li>• Staff report reduced reliance on adult support and improved independence in learning tasks.</li> </ul>
<p>Pupils' wellbeing and readiness to learn improve through evidence-informed SEMH support, leading to better engagement and attendance.</p>	<ul style="list-style-type: none"> <li>• Where appropriate, wellbeing assessments (e.g., Boxall/SDQ) show positive movement from baseline.</li> <li>• Pupils demonstrate better self-regulation strategies in class (teacher observations and behaviour logs).</li> <li>• Reduction in behaviour incidents and improved participation in group activities.</li> <li>• Pupil voice indicates greater sense of belonging and confidence in school life.</li> </ul>
<p>Pupils improve long-term retention and independent application of taught knowledge and strategies across subjects.</p>	<ul style="list-style-type: none"> <li>• Retrieval activities show pupils can recall key facts and vocabulary from previous learning.</li> <li>• Work scrutinies evidence consistent use of metacognitive strategies (planning, checking, editing).</li> <li>• Teachers note greater fluency and confidence when tackling unfamiliar tasks.</li> </ul>
<p>Pupils attend school regularly, reducing gaps in learning caused by absence</p>	<ul style="list-style-type: none"> <li>• Where appropriate Raising Attendance plans are in place for pupils and reviewed regularly.</li> <li>• Pupils with previous low attendance show improved consistency in coming to school.</li> <li>• Parents/carers actively participate in attendance meetings and support agreed actions.</li> </ul>

## 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: £ 16,625

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>CPD, ongoing training in cognitive load theory and retrieval techniques.</i>	Pupils' retention of knowledge is improved and can be applied to their learning enabling them to engage, achieve and progress across the curriculum. Knowledge is transferable and progressively builds throughout units of work and recall links between subjects and year groups to enable greater understanding, enjoyment and achievement. Education Endowment Fund (EEF) gives an impact score of +7	1, 4
<i>Ongoing use of Jigsaw scheme to promote mindfulness approach to PHSE</i>	The programme teaches children and young people emotional literacy, social and lifelong skills, Relationships, Sex and Health Education (RSHE) and resilience in an age-appropriate manner. Evidence shows that programmes focusing on emotional and social development can improve pupils' ability to manage their feelings, build resilience, and engage more effectively in learning. By integrating these skills into the curriculum, Jigsaw helps create a positive, supportive learning environment that fosters both personal growth and academic success.	3
<i>Implementation of in-house provision to support needs of children with ranging complex needs.</i>	EEF highlights that targeted interventions for pupils with additional needs, when delivered by trained staff and aligned with classroom teaching, can lead to +4 months' progress on average. In-house provision allows for bespoke support, addressing barriers to learning such as Social, Emotional, and Mental Health (SEMH) needs, attendance, and engagement. Evidence suggests that personalised, structured interventions improve outcomes for pupils with complex needs.	1, 2, 3
<i>Investment in UNICEF's Rights Respecting Schools Award</i>	EEF does not have a specific strand for rights-based education, but this aligns with whole-school approaches to improving behaviour and relationships, which show a moderate impact of +3 months' progress. Creating a positive school culture rooted in respect and pupil voice fosters engagement, reduces exclusions, and improves attainment indirectly through better behaviour and wellbeing.	3, 5
<i>FFT reading fluency training and assessments (targeted pupil reading programmes in each year group with regular assessments to focus teaching and learning)</i>	Pupil progress data from intervention completed. This will focus intervention and support from staff with future assessments to monitor progress. Identified target groups. in each year group to complete programmes. EEF gives an impact score of +6	1, 4

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

Budgeted cost: £19,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Accelerated reader programme</i>	<p>Programme is widely used with EEF recommendation. Assessment data shows progress in pupil Zone Proximal Development (ZPD) scores.</p> <p>Investment initially last year and engagement and progress very positive. Pupils are accessing more texts and reading more words with the pupil progress measured half termly and celebrated through millionaire readers and certificates. Further investment in texts and staff time for CPD and supporting pupils through reading interventions and comprehension development. EEF gives an impact score of +6</p>	1, 4
<i>Specialist SaLT sessions with support from trained TA's.</i>	<p>The EEF supports the use of specialist Speech and Language Therapy (SaLT) sessions, particularly when combined with support from trained teaching assistants (TAs). Evidence shows that targeted interventions in speech and language, when delivered by specialists and reinforced by TAs, can lead to significant improvements in communication skills and academic achievement, especially for pupils with language difficulties. Trained TAs can provide consistent support and reinforcement of strategies, ensuring that pupils benefit from sustained and effective interventions, resulting in improved language development and engagement in learning.</p>	1, 3, 4
<i>Phonics intervention programme CPD for staff to deliver phonics programme. Regular assessments to identify areas of need and track progress</i>	<p>The EEF highlights the effectiveness of phonics intervention programmes, particularly when staff receive targeted CPD to deliver these programmes with fidelity. Training teachers in evidence-based phonics strategies ensures that pupils, especially those at risk of falling behind, receive high-quality instruction that improves early reading skills. Regular assessments help identify areas of need, allowing for timely interventions and tracking of progress, which leads to significant improvements in reading outcomes for students. EEF gives an impact score of +5</p>	1, 4
<i>Ongoing CPD for teaching assistants to support targeted children in making progress.</i>	<p>The EEF highlights that teaching assistants (TAs) are most effective when they deliver structured, evidence-based interventions tailored to individual pupils, particularly in areas like literacy and numeracy, leading to an average impact of +4 months' progress. Their impact is maximised when they receive appropriate training and work closely with teachers to ensure alignment with learning objectives. TAs can support targeted children effectively when their role is focused on specific learning goals, providing personalised support to help pupils, especially those from disadvantaged backgrounds, make measurable progress</p>	1, 2, 4

## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £18,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
<i>Retention of Pastoral Worker to support children with varying needs</i>	Pastoral interventions help pupils manage emotions, build relationships, and improve decision-making. These approaches are particularly effective for disadvantaged pupils and those with additional needs.	2, 3, 5
<i>Positive handling and de-escalation training for identified staff</i>	Professional development for staff in behaviour management (including de-escalation strategies) is highlighted to ensure high-quality delivery and consistency across the school.	2, 3, 5
<i>Implementation of Mental Health Champions programme</i>	The programme trains pupils to become Mental Health Champions, promoting peer-to-peer support and wellbeing awareness. This aligns with evidence on Social and Emotional Learning, which highlights the benefits of helping pupils develop emotional regulation, resilience, and interpersonal skills. Peer-led wellbeing initiatives contribute to a positive school culture and early identification of mental health concerns, reducing barriers to learning and improving overall behaviour and readiness to learn.	3, 5
<i>Enabling all children to experience curriculum enrichment through educational visits, residential and visitors to school</i>	<a href="http://www.evolveadvice.co.uk/hqol">www.evolveadvice.co.uk/hqol</a> Research shows that such experiences can improve motivation, deepen understanding, and provide real-world connections to the curriculum. By offering diverse learning opportunities outside the classroom, pupils develop a wider range of skills, such as critical thinking, collaboration, and resilience, which support both their personal growth and academic achievement.	3, 5
<i>Regular attendance checking, maintaining contact with families where attendance could be improved</i>	The EEF highlights that regular attendance monitoring and maintaining communication with families can significantly improve student attendance and engagement. Evidence suggests that proactive strategies, such as regular check-ins and targeted support for families, help identify and address barriers to attendance, leading to higher levels of school participation. By fostering strong relationships with families and providing support, schools can ensure that pupils attend consistently, which is linked to better academic outcomes and overall success.	5
<i>Counselling – use of</i>	The EEF recognises that providing access to mental health support can help pupils manage emotional difficulties, leading to improved engagement and behaviour in school. By addressing emotional and	2, 3

<i>Mind Over Mind Counselling Service</i>	mental health needs, counselling services help students build resilience and coping strategies, which in turn support their overall learning and development.	
<i>ELSA training and supervision</i>	Evidence suggests that when staff are trained to support children with emotional and social needs, it leads to improved emotional regulation, resilience, and overall engagement in learning <a href="http://www.elsanetwork.org/elsa-network/otherresearch/">www.elsanetwork.org/elsa-network/otherresearch/</a>	3, 5
<i>Training for Playground Leaders</i>	Establishing trained pupil leaders supports a consistent, positive behaviour culture at unstructured times. EEF guidance emphasises that whole-school approaches to behaviour—clear routines, shared expectations, and proactive support—are more effective when pupils are actively involved in promoting them.	3, 5

**Total budgeted cost: £54,625**

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

### Pupil premium strategy outcomes

Key Results - 2024-2025

Assessment	Statistic	School Result	National Result
<b>KS2 Reading, Writing &amp; Maths combined</b>	% of pupils achieving the expected standard	70%	62%
<b>KS2 Reading, Writing &amp; Maths combined</b>	% of pupils achieving the higher standard	13%	8%
<b>Multiplication Tables Check (MTC)</b>	% of pupils scoring full marks (25/25)	68%	37%
<b>Phonics Screening Check</b>	% of pupils passing in Year 1	75%	80%
<b>Early Years Foundation Stage</b>	% of pupils achieving a Good Level of Development	67%	68%

Key Results for disadvantaged children - 2024-2025

Assessment	Statistic	School Result	National Result
<b>KS2 Reading, Writing &amp; Maths combined</b>	% of pupils achieving the expected standard	50%	47%
<b>KS2 Reading, Writing &amp; Maths combined</b>	% of pupils achieving the higher standard	0%	4%
<b>Multiplication Tables Check (MTC)</b>	% of pupils scoring full marks (25/25)	70% Average score 23.3	27% Average score 19.3
<b>Phonics Screening Check</b>	% of pupils passing in Year 1	100%	67%

<b>Early Years Foundation Stage</b>	% of pupils achieving a Good Level of Development	0%	51.3%
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*Information from summative and formative assessments the school has undertaken.*

**Number of Pupil Premium children in each year group achieving the expected standard+ 2024-2025**

	Reception	Y1	Y2	Y3	Y4	Y5	Y6
<b>No. of children</b>	3	3	2	8	10	7	10
<b>Reading</b>	0	2	0	5	5	6	5
<b>Writing</b>	0	2	0	2	3	6	6
<b>Maths</b>	1	2	0	5	6	6	7

**Attendance - 2024-2025**

	Attendance	National	Authorised	Unauthorised	Persistent Absence
<b>School attendance (all pupils)</b>	95.9	94.8	3.2	0.9	6.4
<b>School attendance (disadvantaged pupils)</b>	93.4	94.8	4.7	1.9	10.9

## 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*

None

## Service pupil premium funding

*For schools that receive this funding, you may wish to provide the following information:*

<b>For schools that receive this funding, you may wish to provide the following information: How our service pupil premium allocation was spent last academic year</b>
Enrichment – enabling child to attend visits and residentials ELSA support
<b>The impact of that spending on service pupil premium eligible pupils</b>
Children felt happier in school and enjoyed opportunities to enrich their school experience

