

Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery premium for the 2022 to 2023 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	Highcliffe Primary School
Number of pupils in school	405
Proportion (%) of pupil premium eligible pupils	9.1%
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended)	2024-2027
Date this statement was published	December 2025
Date on which it will be reviewed	December 2026
Statement authorised by	Simone Stewart (Head of School)
Pupil premium lead	Guy Watts
Governor / Trustee lead	Hawa Fazlanie

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£59,040
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£20,864
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	£79,904

Part A: Pupil premium strategy plan

Statement of intent

Our aim is to use pupil premium funding to help us improve and sustain higher attainment for disadvantaged pupils at our school and eradicate the gap between disadvantaged pupils and their peers.

During the period of this strategy plan we will focus on the key challenges that are preventing our disadvantaged pupils from attaining well:

- quality first teaching
- Phonics and early reading
- attendance
- oral language, vocabulary, expectations and metacognition
- pupil wellbeing
- providing first hand experiences and opportunities

Our approach will be responsive to both common challenges and our pupils' individual needs, rooted in robust diagnostic assessment, not assumptions about the impact of disadvantage.

Our expectation at Highcliffe Primary School is that all pupils, irrespective of background or the challenges they face, become independent, resilient and confident learners who embrace challenge and have high future ambition. This will enable them to be life-long successful learners who have the knowledge, skills and learning dispositions to succeed. At our school we pride ourselves on the holistic and academic approach to our curriculum. Children are provided with rich experiences, both in and outside the classroom, to ensure good progress and a life-long love of learning. Academic expectations are high of all pupils, and we believe that the most important factor in supporting all pupils, including those with disadvantage, to achieve their best outcomes is high-quality teaching and learning. 'Good teaching is the most important lever schools have to improve outcomes for disadvantaged pupils.' EEF Guide to the Pupil Premium

Our aims are to:

Develop all staff professionally to understand the barriers and needs of disadvantaged pupils as well as ensuring their own practice is enhanced for all pupils.

Reduce the attainment gap between disadvantaged pupils and non-disadvantaged pupils in line with national outcomes.

Ensure all disadvantaged pupils make good progress so that the attainment gap does not widen.

Ensure that all children have equal access to the curriculum.

Ensure disadvantaged pupils acquire good early reading outcomes.

Support disadvantaged pupils to access the curriculum fully through high levels of attendance.

Promote progress in oral language and vocabulary acquisition for all.

Ensure all adults at the school 'champion' their disadvantaged children and hold them in high regard.

Improve the wellbeing of disadvantaged pupils and provide holistic support.

Build relationships with parents/carers.

Ensure equal access and opportunities for disadvantaged pupils e.g. music tuition, attendance on trips, being school representatives etc.

Challenges

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

Challenge number	Detail of challenge
1	Assessments: Internal and external assessments show that the gap has narrowed for disadvantaged pupils in end of Key Stage outcomes for some cohorts. We know that it is a challenge to maintain this and ensure equitability across all cohorts and quality first teaching and interventions are imperative to ensure all children succeed. Disadvantaged pupils have also been shown to have less exposure on average to the quality first teaching provided by the highest trained staff – class teachers. Staff require regular training to provide the best education for all pupils, including those with disadvantage, and school leaders require extensive continuing professional development to ensure provision for pupils is of the highest standard.
2	Our internal and externally reported assessments show that pupils eligible for Pupil Premium achieve less well than their peers in the phonics check (50% PP – 73% Non PP) and the EYFS GLDs (33% PP – 67% Non PP). The gap between these pupils and others in the school indicates that their early reading, language development and communication present a barrier to their progress across the early years and beyond.
3	Attendance: Our internal analysis shows disadvantaged pupils have lower attendance than their peers by approximately 5% for the year 2023-2024, however, whole school, non-PP attendance is significantly above national average figures which makes this gap challenging to close. Disadvantaged pupils also have a higher level of persistent absence (34.9%) and severe absence (4.7%) than non-pupil premium (4.8% and 0.3%) which means they are missing a more significant amount of learning as a group. We know that some disadvantaged pupils and families need additional support to secure and sustain better punctuality and attendance.
4	Internal assessments and data show that pupils eligible for Pupil Premium achieve less well than their peers in oral language (by >10); reading (by >15%) and writing using a broad vocabulary; and in using metacognitive strategies in their learning. This gap presents a barrier for these pupils accessing the curriculum and achieving their potential.

5	Wellbeing: Our well-being assessments, discussions and observations have identified social and emotional / self-confidence issues for many pupils and their families. These challenges disproportionately affect disadvantaged pupils, who often have access to fewer out of school enrichment activities. The increased cost of living has also presented a strain on families, disproportionately affecting the most disadvantaged pupils. Pupils eligible for Pupil Premium have also been highlighted through our well-being assessments and checklists as being more at risk of Adverse Childhood Experiences and of having mental health challenges. A greater proportion of disadvantaged pupils access well-being support and family support from the school.
6	Internal data suggests that pupils eligible for Pupil Premium have less exposure to enrichment and cultural activities outside of school and extra-curricular activities through school. Approximately 40% of PP eligible pupils have not accessed a club in school or out of school this year.

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
Assessments show the gap has narrowed between non-disadvantaged and disadvantaged pupils in reading, writing and maths.	By 2026/27 data will indicate that the gap has narrowed and more disadvantaged children achieve age related expectations or above at the end of KS2. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and ongoing formative assessment. Staff will be trained to a higher level to cater for the needs of all pupils and provide QFT in every lesson.
Assessments, including the Year 1 phonics check and EYFS GLD, show that the gap has narrowed between disadvantaged and non-disadvantaged pupils in their early reading and phonics.	By 2026/27, data will indicate that the gap has narrowed to no more than 15% between these pupils and their peers in the Year 1 phonics check. This is evident through external assessments and also internal monitoring of phonics progress.
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Sustained high attendance from 2026/27 demonstrated by: The gap between attendance for non-disadvantaged and disadvantaged pupils will be narrowed to no more than 3%. PA for disadvantaged pupils to be reduced to less than 15%.
To achieve improved oral language, vocabulary and metacognitive skills for disadvantaged pupils.	Internal teacher assessments will show that disadvantaged pupils will make as strong progress as their peers in their oral language development, use of a broad vocabulary in writing and their use of metacognitive strategies.

To achieve and sustain improved well-being and behaviour for all pupils in our school, particularly our disadvantaged pupils so that they have the same holistic experiences as non-pupil premium pupils.	Sustained high levels of well-being and behaviour by 2026/27 demonstrated by: - qualitative data from student voice, student and parent surveys and teacher observations; - A significant increase in participation in enrichment activities, particularly among disadvantaged pupils; - a wider range of holistic experiences linked to the curriculum for all pupils; - improved attendance as above; - Beehive reward points proportionally in-line with non-disadvantaged pupils.
Disadvantaged pupils have experience of and attend extra-curricular clubs, visits and opportunities outside of school.	By 2026/27, disadvantaged pupils will have had experiences and enrichment opportunities which will impact positively on their future choices and life experiences. The children will be able to talk about and use these experiences with confidence and it will inform their knowledge and understanding of the world. All disadvantaged pupils will have access to at least 3 enrichment opportunities each year (1 per term). The (approximately) 40% of these pupils who have not accessed any form of club in or out of school will be targeted to access a club.

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: £ 42,640

Activity	Evidence that supports this approach	Challenge number(s) addressed
Quality first teaching prioritised for all pupils. Teaching and support staff trained on teaching and learning aspects as needed Maths and English are high priority on school development plan and CPD plan. Pupil Progress meetings track progress of PP pupils and appropriate, timely interventions are put in place.	High standard of teaching benefits all student including Pupil Premium. EEF highlight the most valued resource is that of the teacher, teaching high quality lessons. EEF: Using your pupil premium funding effectively EEF-high-quality-teaching EEF Improving literacy in KS2 https://www.gov.uk/government/publications/the-readingframework-teaching-the-foundations-of-literacy 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: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) National College Guidance on Pupil Progress Meetings: https://nationalcollege.com/news/pupil-progress-meetings#:~:text=These%20meetings%20enable%20educators%20to,into%20the%20progress%20of%20individuals.	1,2,4
Continuing Professional Development offer	Provide whole staff training regularly and at various points throughout the academic year to ensure a consistent practice in school and across the Trust. CPD to take place at all levels.	1,2,4

Instructional coaching embedded as primary means of CPD CPD to develop teachers' pedagogical knowledge and understanding of the principles of good quality first teaching to make an impact. Focus on Metacognition Additional time and courses required for CPD to be funded, including cover where needed. CPD is ongoing for teachers and LSAs to ensure every adult is supported to keep improving. All SLT have completed or are completing NPQ Cover for these courses to be funded as required. Staff access to National College for CPD.	Instructional coaching and how it is effective: https://www.ambition.org.uk/blog/what-instructional-coaching/ EEF-Effective-Professional-Development-Guidance- Report. Memory – recommendation 4 EEF Improving memory report Using models to support understanding Using models to support understanding Includes understanding of metacognition https://educationendowmentfoundation.org.uk/educationevidence/teaching-learning-toolkit/metacognition-and-self-regulation Rosenshine's Principles of Instruction: https://www.futurelearn.com/info/courses/early-career-teachers/0/steps/164331 Addressing the Educational Disadvantage in Schools and Colleges The Essex Way and Learning Without Labels edited by Marc Rowland Staff have access to the National College and in school coaching and mentoring activities to improve personal aspects of practice.	
Ensure Pupil Premium students received high quality feedback using whole school marking policy.	EEF- Feedback Development and embedding of feedback across the school: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/feedback	1,2,4

High quality curriculum resources developed by subject and curriculum leaders including Medium Term Plans for writing. Release time funded for curriculum enhancement activities. Purchase of high-quality texts for book-led curriculum.	EEF guide to high-quality teaching https://educationendowmentfoundation.org.uk/support-for-schools/school-planning-support/1-high-quality-teaching Ambition Institute's top curriculum design principles https://www.ambition.org.uk/blog/science-better-curriculum-10-principles-curriculum-design/ Juniper Education – High Quality curriculum planning guide https://junipereducation.org/blog/foundation-subjects-achieving-best-practice-through-curriculum-planning/ DfE findings on quality of curriculum https://www.gov.uk/government/publications/curriculum-quality-evaluating-the-impact-of-the-education-inspection-framework/to-what-extent-has-curriculum-quality-changed-in-schools-since-the-introduction-of-the-education-inspection-framework	1,2,4
Purchase of resources to ensure high quality teaching continues to be developed including: White Rose Maths and the use of digital technologies i.e. Widgit across the school day and curriculum.	Decisions made regarding the English and Maths curriculums and understanding of how children learn: https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/readingcomprehension-strategies https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 https://educationendowmentfoundation.org.uk/early-years/evidence-store/early-mathematics https://educationendowmentfoundation.org.uk/early-years/maths/effective-pedagogy-mathematics https://educationendowmentfoundation.org.uk/news/eef-blog-clarity-is-king-reducing-extraneous-load DfE Research Evidence on Writing: https://assets.publishing.service.gov.uk/media/5a7b1474ed915d429748cadf/DFE-RR238.pdf	1,2,4

Continue to embed and sustain quality of Social and Emotional Learning. SEL is taught through our 6Rs ethos, RHE curriculum and teaching of character skills. Children feel well supported with their emotional development. Emotion coaching linked to our new behaviour policy and a consistent approach across the school. Ensure representation on pupil leadership.	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): EEF Social and Emotional Learning.pdf(education_endowmentfoundation.org.uk) https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning Emotion coaching based on the research of John and Julie Gottman 1990's	1,2,3,4,5
Implementation of Little Wandle Phonics scheme across all teaching of SSP. Purchase of scheme, resources, books. All staff trained on phonics scheme. Training time required and ongoing CPD for teachers of phonics to be funded.	https://educationendowmentfoundation.org.uk/evidence/summaries/teachinglearningtoolkit/phonics/ https://www.gov.uk/government/publications/the-reading-framework-teaching-the-foundations-of-literacy Little Wandle evidence base: https://www.littlewandlelettersandsounds.org.uk/about-us/our-impact/	1,2,4

Ensuring consistency of teaching of early reading and phonics and purchase of additional reading books (decodable) matching to developing phonic knowledge.		
Technology support for disadvantaged children – Chromebook to be offered to all disadvantaged children to support learning at home.	https://d2tic4wvo1iusb.cloudfront.net/eef-guid-ance-reports/digital/EEF_Digital_Technology_Guid-ance_Report.pdf?v=1635355216 – Using Digital Technology to Improve Learning EEF. https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Remote_learning_evidence_review/Rapid_Evidence_Assessment_summary.pdf	1,2,4

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

Budgeted cost: £16,400

Activity	Evidence that supports this approach	Challenge addressed number(s)
Use of SONAR assessment tracking system following data snapshots to ensure staff can monitor progress of disadvantaged students. Training in use of data and assessments to diagnose pupil needs	Why assessment tracking is important: https://junipereducation.org/blog/the-necessity-of-an-assessment-tracker-in-modernising-pupil-assessment-and-progress-tracking/ How data can be tracked and analysed: https://www.gov.uk/government/case-studies/measuring-pupil-progress-and-managing-the-data National College Guidance on Pupil Progress Meetings: https://nationalcollege.com/news/pupil-progress-meetings#:~:text=These%20meetings%20enable%20educators%20to,into%20the%20progress%20of%20individuals.	1,2,4
Full implementation of Little Wandle systematic synthetic phonics scheme including reading practice sessions and targeted catch-up sessions.	EEF phonics guide https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics	1,2,4

Speech and language for those pupils with a greater need. The school have employed a private speech and language therapist to work with small groups and on a 1-1. Activities from these sessions are then delivered by school staff.	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions Office for Standards in Education, Children's Services and Skills (Ofsted) (2016) Unknown children – destined for disadvantage? Ofsted, Manchester. Endorses effectiveness of buying-in CPD and adjunct professional time, specifically speech and language therapists. School-employed SALT/specific S&L training for whole staff: Dann, R (2016) Understanding and enhancing pupils' learning progress in schools in deprived communities. Education 3–13 44(1):19–31.	1, 2,4
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Provision of Chrome books to all PP children who require one. This will compliment their classroom learning. Ensure all learners have the skills they need to use it effectively.	https://d2tic4wvo1iusb.cloudfront.net/eef-guidance-reports/digital/EEF_Digital_Technology_Guidance_Report.pdf?v=1635355216 – Using Digital Technology to Improve Learning EEF. https://educationendowmentfoundation.org.uk/public/files/Publications/Covid-19_Resources/Remote_learning_evidence_review/Rapid_Evidence_Assessment_summary.pdf	1,2,4
Nessy reading and spelling programme.	Nessy (2021) Research evidence [online]. Available from: https://www.nessy.com/uk/research-testimonials/research-evidence. Carbol, B. (2015) Research into the efficacy of the Nessy learning program [online]. Available from: https://www.nessy.com/uk/files/2020/05/Research-into-Efficacy-of-the-Nessy-Learning-program-2014-Dr-B-Carbol.pdf Niolaki, G., Vousden, J., Taylor, L. and Tarzynski-Bowles, L. (2020a) An evaluation of a digital reading intervention for beginning readers. Available at: https://www.coventry.ac.uk/research/research-directories/current-projects/2018/an-evaluation-of-a-digital-reading-intervention-for-beginning-readers/ Niolaki, G., Vousden, J., Terzopoulos, A., Taylor, L.M. and Masterson, J. (2020b) A linguistic awareness intervention targeting spelling and written expression in a 10-year-old dyslexic child. <i>Preschool & Primary Education</i>.	1,2,4

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

Budgeted cost: £20,864

Activity	Evidence that supports this approach	Challenge addressed number(s)
Forest Schools Having a forest school practitioner will help support our wellbeing work for vulnerable pupils by helping them develop emotionally and socially as well as appreciating the outdoor environment.	Evidence shows that outdoor learning has a positive impact on all children including disadvantaged. Our professional judgement and experience reinforces this research. Successful 'forest school' intervention: Dann, R (2016) Understanding and enhancing pupils' learning progress in schools in deprived communities. <i>Education 3–13</i> 44(1):19–31. Slade, M., Lowery, C. and Bland, K.E.N., 2013. Evaluating the impact of Forest Schools: a collaboration between a university and a primary school. <i>Support for Learning</i>, 28(2), pp.66-72. O'Brien, L., 2009. Learning outdoors: the Forest School approach. <i>Education 3–13</i>, 37(1), pp.45-60. Tiplady, L.S. and Menter, H., 2021. Forest School for wellbeing: an environment in which young people can 'take what they need'. <i>Journal of Adventure Education and Outdoor Learning</i>, 21(2), pp.99-114.	3,5,6

Relate counsellor 1-1 support for wellbeing	Individualised approach to emotional support: Macleod, S, Sharp, C, Bernardinelli, D (2015) Supporting the attainment of disadvantaged pupils: Articulating success and good practice. Department for Education, Durham, UK.	3,5
Introduce and embed a culture to raise the profile of attendance and ensure a combined responsibility for all stakeholders.	DFE: Improving school attendance - support for schools and local authorities EEF: Attendance interventions rapid evidence assessment	3
Family support worker to help support families with attendance and punctuality.	There is evidence to suggest that school based interventions have led to improvements in wellbeing and mental health, yielding reduced levels of school exclusions by 31% and improved pupil attainment (Banerjee et al. 2014) https://www.gov.uk/government/news/just-one-day-off-can-hamper-childrens-life-chances https://www.gov.uk/government/publications/absence-and-attainment-at-key-stages-2-and-4-2013-to2014 https://assets.publishing.service.gov.uk/media/66bf300da44f1c4c23e5bd1b/Working_together_to_improve_school_attendance_-_August_2024.pdf	3,5
ELSA role Children feel well supported with their emotional development. Trauma Informed Practice CPD linked to	This must be addressed in all aspects of School life and should not be disconnected from classroom learning. It should be intrinsic in every aspect of school life. We need to intentionally teach and support social skills, emotional well-being resilience confidence and self-esteem. 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): EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)	3,5

our new behaviour policy and a consistent approach across the school. Early intervention through the school to support emotional wellbeing.	Individualised approach to emotional support: Macleod, S, Sharp, C, Bernardinelli, D (2015) Supporting the attainment of disadvantaged pupils: Articulating success and good practice. Department for Education, Durham, UK. https://educationendowmentfoundation.org.uk/news/prioritise-social-and-emotional-learning Trauma Informed Practice Tier 2a&b through Barnardos Research indicated that school based counselling is perceived by children and pastoral care staff as a highly accessible, non-stigmatising and effective form of early intervention from reducing psychological distress (Cooper, 2009).	
To fund/support funding for extracurricular activities e.g. music tuition, club attendance, school trips and residential trips where cost is prohibiting. To support with funding for wrap-around care and school uniform. Teachers will provide a 6-week block of afterschool clubs on a range of different activities.	https://www.nuffieldfoundation.org/sites/default/files/files/resbr3-final.pdf The value of after school clubs for disadvantaged children Meg Callanan, Karen Laing, Jenny Chanfreau, Jonathan Paylor, Amy Skipp, Emily Tanner and Liz Todd https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity Research indicates that children from disadvantaged backgrounds have less access to wider experiences including joining clubs, talking part in the 'arts' and 'cultural' events. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/artsparticipation Pupils from disadvantaged backgrounds may be less likely to be able to benefit from musical activities outside of school due to the associated financial costs (e.g. instruments, cost of tuition). By providing musical activities free of charge, Highcliffe gives pupils access to benefits and opportunities that might not otherwise be available to them. Shain, F (2016) Succeeding against the odds: Can schools 'compensate for society'? Education 3–13 44(1):8–18. Watt, L. 2016. "Engaging Hard to Reach Families: Learning from Five 'Outstanding'	3,5,6

	Schools.” Education 3- 13 44 Copeland, J., 2019. A critical reflection on the reasoning behind, and effectiveness of, the application of the Pupil Premium Grant within primary schools. Management in Education, 33(2), pp.70-76.	
Character award	All staff realise the importance of social and emotional education. 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): Shain, F (2016) Succeeding against the odds: Can schools ‘compensate for society’? Education 3–13 44(1):8–18. (Effectiveness of ‘enrichment’ activities offering ‘middle class’ experiences to children who can’t access them through home) Offering enriched curriculum: Dann, R (2016) Understanding and enhancing pupils’ learning progress in schools in deprived communities. Education 3–13 44(1):19–31.	5,6

Office phones families at 9am if pupil not in school and offers support. DSL's will pick up child from home if required. Attendance Lead works closely with attendance officer, pupils below 96% are identified and protocols followed.	Improving school attendance: support for schools and local authorities Attendance interventions rapid evidence assessment Square Pegs: Inclusivity, compassion and fitting in – guide for schools	3
Funds set aside for acute issues.	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	All

Total budgeted cost: £79,904

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 2023 to 2024 academic year so far.

Outcomes

1. To improve the quality of teaching:

The focus was on:

- The embedding of self-regulation strategies with pupils including metacognition, reflection on learning and retrieval of prior knowledge;
- Building Quality First Teaching and disadvantaged pupils' access to the curriculum through improved oral communication and vocabulary;
- Early reading and phonics and continued reading throughout the school.

The impact of high quality teaching was evident in our assessments across a number of cohorts, observations, children's work and parental voice. However, the attainment gap in KS2 to non-disadvantaged pupils was high across statutory assessment areas. 50% of disadvantaged pupils in this cohort also were on the SEND register, which impacted on their accessing of the curriculum at an age-related level. The impact of high-quality teaching and support to achieve this was evident across the foundation subjects of the curriculum also where the vast majority of PP children are accessing the curriculum at an appropriate level and making strong progress.

Disadvantaged pupils attained well in EYFS GLD and Year 1 phonics, where the impact of high-quality teaching and the investment in Little Wandle was evident.

A target will be set of achieving the national average (in 2025 this was 47%) of Pupil Premium eligible pupils meeting the combined expected standard at the end of KS2.

Outcomes for 2024-2025 are as follows:

GLD – 2024

All pupils	GLD	%GLD	% of cohort PP (no.2)	%PP - GLD	%National GLD (all)
57	39	71	3.5	50%	68.3

Year 1 Phonics Screening Check – 2024

All pupils	No passed	%passed	% of cohort PP (no.)	%PP passed	%National passed (all)
60	55	91.7	10 (6)	66.7	80

PP Year 2 End of Key Stage ARE – 2025

Reading	Writing	Maths	Combined
25% (1/4)	25% (1/4)	50% (2/4)	25% (1/4)

Disadvantaged Year 6 End of Key Stage 2 – 2025

	School PP	National dis	Difference	School (all)	Difference
Reading	62.5% (5/8)	67%	-4.5	83%	-20.5
Writing	37.5% (3/8)	59%	-20.5	63%	-25.5
GPS	62.5% (5/8)	59%	+3.5	78%	-15.5
Maths	50% (4/8)	54%	-4	66%	-16
Combined	25% (2/8)	47%	-22	49%	-24

2. To provide targeted support for pupils with their speech, language development and reading.

Targeted support was deployed through a range of in-school interventions and externally sourced interventions. Pupils engaged with the Nessy programme to support their spelling and reading across KS2. A Speech and Language Therapist delivered sessions and support for the pupils with highest need in this area and trained LSA's delivered follow-up work with these pupils (3 PP pupils in KS1). Parent volunteers have been trained in targeted reading support with pupils and a timetable in specific year groups has enabled these volunteers to have children, including vulnerable pupils, to read regularly with an adult in school.

3. To improve the mental and emotional health of pupils.

The emotional wellbeing of pupils was supported across the year through our dedicated Wellbeing team, made up of a children's mindfulness and yoga expert and a forest school practitioner. Pupils also engaged in the Lionheart Character award in Year 4 and had access to a wide range of clubs and experiences. Pupils in Year 6 were offered significant support with attending the residential trip for 5 days, with 60% of eligible PP pupils attending. The pupils who were most in need of emotional and wellbeing support were referred to the Relate counsellor who undertook intensive 1:1 support for 6 session blocks. 2 pupils in receipt of PP attended these sessions.

4. To ensure that the attendance gap between PP and Non PP children is narrowed.

Senior leaders in school have worked closely with parents and the Education Welfare Officer to ensure that there is a robust system in place for attendance. At the end of the Summer term 2025 the attendance for the Non PP/FSM was 96.6% compared to PP pupils - 93% and FSM pupils 92%. All of these figures are higher than national averages but the gap has not narrowed to the rate targeted (3% gap) for FSM pupils but there was below 4% gap for PP pupils only. 1 disadvantaged pupil in KS2 was SA and have attendance below 40%. For one of these, overall attendance was at 9.5% at the end of September but stood at 40% due to school intervention. PA among PP pupils was at 21% for the year compared to 5.6% among non-PP pupils, therefore the target has not yet been met of achieving a below 15% gap in attendance.

5. To support disadvantaged pupils to have experience extra-curricular clubs, visits and opportunities outside of school.

Disadvantaged pupils were offered access to at least one enrichment activity either in or out of school per term. These included trips to the theatre, pantomime, Warning Zone, Parliament, trust-wide events, places of worship, the residential trip, curriculum-based visits/visitors, and inter-school sports activities. Support was provided where required with the financial arrangements to access these experiences. Including to access any school-organised enrichment or school-based extra-curricular activity, 75% of PP pupils received financial support for this. 33% of PP pupils received financial support to access an extra-curricular club.

Of the targeted ~40% of disadvantaged pupils who did not access extra-curricular clubs, only 20% accessed an extra-curricular club during 2024/2025.

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

Service pupil premium funding (optional)

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

Measure	Details
How did you spend your service pupil premium allocation last academic year?	
What was the impact of that spending on service pupil premium eligible pupils?	

Further information (optional)

Use this space to provide any further information about your pupil premium strategy. For example, about your strategy planning, or other activity that you are implementing to support disadvantaged pupils, that is not dependent on pupil premium or recovery premium funding.