

# 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
School name	Micklands Primary School
Number of pupils in school	294
Proportion (%) of pupil premium eligible pupils	28%
Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> )	2024/2025 to 2026/2027
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Mark Frost, Headteacher
Pupil Premium lead	Kirsty Mirbel, Deputy Headteacher
Governor / Trustee lead	Lauren Steer, lead for disadvantaged pupils

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£135,150.00
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£18,551.54

# Part A: Pupil premium strategy plan

## Statement of intent

### Introduction

Pupil Premium funding is allocated to schools to support disadvantaged students, with the aim of closing the attainment gap between them and their peers. This strategy statement outlines our school's commitment to using Pupil Premium funding effectively to improve educational outcomes for these students. The funding is targeted towards addressing barriers to learning, promoting engagement, and providing opportunities for personal and academic growth.

We will consider the challenges faced by all vulnerable pupils, such as those who have a social worker and young carers. The activities we have outlined in this statement are also intended to support their needs, regardless of whether they are disadvantaged or not.

### Key Objectives

1. **Closing the attainment gap:** We aim to ensure that disadvantaged pupils make at least as much progress as their peers in all subjects, particularly in core areas such as reading, writing and mathematics.
2. **Improving attendance and engagement:** Pupil Premium funding will help us to address attendance and punctuality challenges by supporting our most vulnerable pupils and providing personalised support to help them stay engaged with their learning.
3. **Supporting social and emotional wellbeing:** We will invest in programs and interventions that focus on improving the social, emotional, and mental health of our disadvantaged pupils. This will support their overall development and their ability to learn effectively.
4. **Increasing access to opportunities:** Disadvantaged students will have access to enrichment activities, extra-curricular clubs, and educational experiences that might otherwise be outside their reach, ensuring that they can benefit from a well-rounded education.

### Our Approach

To achieve these objectives, we will take a holistic and evidence-based approach, focusing on several key areas:

- **Quality teaching and learning:** Ensuring that all pupils, especially those from disadvantaged backgrounds, receive high-quality teaching. This includes ongoing professional development for teachers to implement best practices and strategies that support all learners.
- **Personalised support and interventions:** Providing targeted interventions that meet the specific needs of our disadvantaged pupils. This includes small-group and one-to-one teaching, and tailored support for students who require additional help in their academic or social and emotional development.
- **Parental engagement:** We will actively engage with the families of disadvantaged students, keeping them informed about their child's progress and involving them in decisions about how best to support their learning and development.
- **Monitoring and evaluation:** The effectiveness of the Pupil Premium strategy will be continually reviewed through regular assessment and feedback. The impact of interventions will be measured, and adjustments will be made as necessary to ensure the best outcomes for all pupils.

## **Barriers to Learning**

We recognise that disadvantaged students can face unique challenges that can hinder their educational progress. Some of the barriers we aim to address include:

- **Social and emotional challenges:** Disadvantaged pupils may experience difficulties with their mental health, wellbeing or behaviour, which can impact on their ability to learn effectively.
- **Low parental engagement:** For some students, there may be limited support at home in terms of academic guidance or fostering a positive attitude towards learning.
- **Attendance and punctuality issues:** Some students from disadvantaged backgrounds may face barriers to regular attendance, impacting their overall progress.
- **Limited access to resources:** Some of our disadvantaged pupils may not have access to the same educational resources (books, internet access, tutoring) and wider experiences outside of school.

## **Monitoring and Accountability**

Our school leadership team will regularly monitor the impact of the Pupil Premium strategy, ensuring that resources are allocated effectively and are reaching those students most in need. We will assess the progress of disadvantaged pupils in comparison to non-disadvantaged pupils, with a focus on improving outcomes across the curriculum, but particularly in reading, writing and maths. The Governing Body will also be kept informed of the impact of the strategy, ensuring accountability and transparency.

## **Conclusion**

The Pupil Premium funding is a critical resource to ensure that disadvantaged pupils are given the support and opportunities they need to thrive. By carefully targeting interventions and providing ongoing support, we are committed to narrowing the attainment gap and ensuring that every student, regardless of background, can reach their full potential. This includes those who are already high attainers.

We believe in maximising the use of the Pupil Premium Grant by utilising a long-term strategy aligned to the School Development Plan. This enables us to implement a blend of short, medium and long-term interventions, and align Pupil Premium use with wider school improvements.

Our approach will be responsive to common challenges and individual needs, not assumptions about the impact of disadvantage. The approaches we have adopted complement each other to help pupils excel. To ensure they are effective we will:

- ensure disadvantaged pupils are challenged in the work that they're set;
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils' outcomes and raise expectations of what they can achieve;
- act early to intervene at the point need is identified.

## Challenges

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

Challenge number	Detail of challenge
1	<p><b>High Proportion of Disadvantaged Pupils (including Disadvantaged Pupils with SEND)</b></p> <p>At Micklands, the proportion of children eligible for FSM6 has risen over time (22.6% in 2023 to 28% currently) and now remains consistently above the local context, as well as above the national average (25.7% in 2025). This indicates that the school serves a more disadvantaged cohort than its surrounding area. Levels of special educational needs have increased sharply: SEND support has risen from 13.7% in 2024 to 19.1% currently, and the percentage of children with an EHCP has more than doubled since 2023 (1.74% to 4.1%). Both indicators remain broadly in line with national averages but significantly exceed local area figures.</p> <p>It is significant that 35% of the pupils in receipt of the PPG also have special educational needs (SEND), making them doubly disadvantaged. (For context and comparison, SEND pupils make up 19.1% of the whole school cohort). Overall, the school context demonstrates a rising level of need and vulnerability within a cohort that is increasingly diverse and increasingly disadvantaged relative to the local area. Despite falling roll numbers, the school's population is characterised by elevated social need, increased SEND complexity, and a sustained rise in disadvantage-linked indicators. This context significantly affects classroom practice, staff capacity and the complexity of provision required to meet pupils' needs effectively.</p>
2	<p><b>Attainment Gaps in Core Subjects and Phonics</b></p> <p>Internal and external assessments indicate that disadvantaged pupils are more likely to be working below age-related expectations in reading, writing and maths. While some gaps are closing this is not yet consistent, and others persist, particularly in writing.</p>
3	<p><b>Speech, Language and Communication Needs (SLCN)</b></p> <p>A significant number of disadvantaged pupils enter the Early Years with speech, language and communication difficulties. Many have limited oral language and vocabulary, which continues to affect learning across the curriculum into Key Stage 2.</p>
4	<p><b>Persistent Absence and Low Attendance</b></p> <p>Attendance is a persistent challenge for a core group of disadvantaged pupils, with these children heavily over-represented among persistent absentees. Disadvantaged children account for nearly two-thirds (64.1%) of all persistent absence, despite making up just over a quarter (28%) of the school. The presence of social worker involvement in combination with another disadvantage nearly always pushes the risk of persistent absence significantly higher, with the biggest risk factor being disadvantage; of the children in school with social worker, or previous social, involvement, 88.4% are disadvantaged.</p> <p>Persistent absence and low attendance directly impact progress.</p>

5	<p><b>Wider Vulnerabilities</b></p> <p>A notable number of pupils experience social and emotional barriers to learning. 19.5% of disadvantaged pupils have, or have had, some involvement with social care, or live in households facing financial hardship, overcrowding, or housing insecurity. These factors contribute to inconsistent engagement with learning.</p> <p>Teacher referrals for support have significantly increased over the last 3 years, and remain high. Lack of access to mental health and SEND support, and long waiting lists, have also increased pressure on school resources.</p>
6	<p><b>Limited Access to Enrichment Opportunities</b></p> <p>Some disadvantaged pupils have limited life experiences beyond their home and immediate community, and may have fewer opportunities to access extra-curricular activities, cultural capital experiences, or academic enrichment beyond the school day. They may have limited access to books, libraries and technology. This can contribute to gaps in confidence, aspiration, and resilience.</p>

## 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
Disadvantaged pupils with SEND make at least expected progress from their starting points, with provision that is inclusive, ambitious, and well-matched to need.	<ul style="list-style-type: none"> <li>At least 70% of disadvantaged pupils with SEND meet or exceed expected progress in reading, writing and maths.</li> <li>Positive family feedback during EHCP reviews.</li> <li>Reduction in incidents of unmet need leading to crisis intervention.</li> </ul>
<p>Attainment gaps between disadvantaged and non-disadvantaged pupils in reading, writing and maths are significantly reduced or closed.</p> <p>Disadvantaged pupils make at least expected progress from their individual starting points in reading, writing and maths.</p>	<ul style="list-style-type: none"> <li>Those pupils who are 'falling behind' are tracked closely and supported to ensure that they make accelerated progress and 'catch up', or exceed, prior attainment.</li> <li>Children who need to make accelerated progress receive targeted high-quality intervention which is monitored by school leaders.</li> <li>Percentages will be at least in line with local and national figures.</li> </ul>
Disadvantaged pupils (without significant SEND) make accelerated progress in phonics with the aspiration being that they will all pass the Phonics Screening Check.	<ul style="list-style-type: none"> <li>Phonics Screening Check will show the gap between disadvantaged pupils and their non-disadvantaged peers closing.</li> <li>A greater proportion of disadvantaged pupils will pass the phonics screening</li> </ul>

	check in Year 1 and in the Year 2 recheck.
The language deficit for disadvantaged pupils in receipt of Pupil Premium funding is diminishing - disadvantaged pupils demonstrate improved spoken language, vocabulary use, and confidence in communication across the curriculum.	<ul style="list-style-type: none"> <li>• Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, e.g. Language Screen data (linked to NELI), engagement in lessons, book scrutiny and ongoing formative assessment.</li> <li>• Assessments and observations in EYFS and KS1 indicate increased focus on adult talk with disadvantaged pupils, particularly those who are more reluctant to speak.</li> <li>• EYFS disadvantaged pupils achieve national average for Communication &amp; Language</li> <li>• Disadvantaged pupils speak confidently in standard English during class and public speaking opportunities.</li> <li>• Disadvantaged pupils make strong progress in reading and writing due to improved language foundations.</li> </ul>
To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	<ul style="list-style-type: none"> <li>• Sustained improvement demonstrated by a closing gap in low attendance and persistent absence between disadvantaged pupils and their non-disadvantaged peers.</li> <li>• Headteacher/ LAPSA / EWO report improved PP attendance.</li> <li>• More families engaging with NEST to improve attendance.</li> <li>• Attendance figures will be at least in line with local and national figures, particularly for the disadvantaged.</li> </ul>
The emotional needs of disadvantaged pupils will be effectively supported, in order to achieve and sustain improved wellbeing, in particular reduced anxiety and increased resilience and determination.	<ul style="list-style-type: none"> <li>• Monitoring tasks, such as learning walks and discussions with pupils, show that they are resilient and able to learn from mistakes.</li> <li>• 2 x ELPs, a Drawing and Talking Therapist and a Play Therapist will be in place across the school to deliver early intervention and support for vulnerable children and their families.</li> <li>• School-based Learning and Pastoral Support Assistant will work effectively to support families with attendance, and other identified needs.</li> </ul>

	<ul style="list-style-type: none"> <li>• Support staff are used effectively to challenge and guide children, without creating an over-reliance on adult support.</li> <li>• Sustained improved levels of emotional well-being demonstrated by: qualitative data from pupil voice, pupil and parent surveys and teacher observations</li> </ul>
All disadvantaged pupils have access to enrichment opportunities that build aspiration, cultural capital and personal development.	<ul style="list-style-type: none"> <li>• At least 80% of disadvantaged pupils participate in at least one extra-curricular, cultural or enrichment activity during the year.</li> <li>• Pupil voice shows increased confidence, motivation, and sense of belonging.</li> <li>• Disadvantaged pupils are equally represented in performances, leadership, and celebratory events.</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: £30,000.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Weekly staff CPD linked to continuing to develop high quality teaching in, and a coherent whole-school approach to, writing (including the new school's Writing Assessment Framework), phonics, early language and vocabulary acquisition, embedding dialogic activities across the curriculum, maths, classroom practice and the Behaviour Curriculum.	The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. Ensuring every teacher is supported in delivering high-quality teaching is essential to achieving the best outcomes for all pupils, particularly the most disadvantaged among them. <a href="https://www.eef.org.uk/publications/high-quality-teaching">High quality teaching   EEF (educationendowmentfoundation.org.uk)</a>	1, 2 and 3
Strengthen writing through coherent, whole school approaches, including: <ul style="list-style-type: none"> <li>• Linking teacher's</li> </ul>	Successful implementation of any new strategy relies on how new approaches are put into practice and how it	1 and 2



<p>performance management targets to the progress of the disadvantaged / lowest 20% in writing;</p> <ul style="list-style-type: none"> <li>• Structured writing moderation within phases, to ensure that teachers have a clear understanding of standards and how to scaffold for, in particular, the disadvantaged / lowest 20% writers;</li> <li>• Focusing on deliberate practice of key skills (spelling, punctuation, grammar, handwriting) within lessons;</li> <li>• Continuing to fund the Twinkl spelling Programme;</li> <li>• Continuing to fund the Letter-join whole-school handwriting scheme;</li> </ul> <p>Both of these resources are used in order to ensure a consistent approach to teaching spelling and handwriting across the school.</p> <p>Teachers will focus their support on the disadvantaged / lowest 20%.</p>	<p>manifests itself into the day-to-day work of people in schools.</p> <p><a href="#">Putting Evidence to Work – A School’s Guide to Implementation   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	
<p>Deliver CPD on the new Writing Assessment Framework on DC Pro, so that all teachers can identify misconceptions quickly, and adapt teaching, particularly for the disadvantaged and lowest 20%, in real time. Build a culture of ‘active assessment’ - regular, low-stakes checking, data discussions and short responsive actions.</p>	<p>Successful implementation of any new strategy relies on how new approaches are put into practice and how it manifests itself into the day-to-day work of people in schools.</p> <p><a href="#">Putting Evidence to Work – A School’s Guide to Implementation   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	1 and 2
<p>Continue to resource <a href="#">DfE validated Systematic Synthetic Phonics programme, RWInc</a>, to secure stronger phonics teaching for all pupils.</p>	<p>The EEF states that systematic phonics instruction is one of the most secure and cost-effective ways to support early reading, particularly for disadvantaged pupils.</p>	2



<ul style="list-style-type: none"> <li>Engagement in phonics CPD;</li> <li>Teachers in KS1 to continue to develop their Read, Write Inc. practice, and closely monitor pupils' progress, supported by the Phonics Leads;</li> <li>Continue to purchase Read, Write Inc. support package for all staff;</li> <li>Continue to work with Read, Write Inc consultant.</li> </ul>	<a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	
<p>Ongoing professional development in early language and vocabulary acquisition, including the use of NELI and WellComm.</p>	<p>Oral language interventions are high-impact, low-cost, especially when integrated across the curriculum.</p> <p><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	3
<p>Ongoing professional development in embedding dialogic activities across the school curriculum. These can support pupils to articulate key ideas, consolidate understanding and extend vocabulary. We will purchase resources, deliver ongoing training for teachers and support staff and fund release time.</p> <ul style="list-style-type: none"> <li>Engagement in regular Oracy CPD;</li> <li>Teachers continue to develop the use of Oracy across the curriculum in their classrooms, focusing their support on the disadvantaged / lowest 20%.</li> </ul>	<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><a href="#">Oral language interventions   Toolkit Strand   Education Endowment Foundation   EEF</a></p>	3
<p>Strengthen maths through coherent, whole school approaches, including:</p> <ul style="list-style-type: none"> <li>Staff CPD to embed explicit vocabulary instruction in maths, using stem sentences and oracy scaffolds so that pupils can effectively</li> </ul>	<p>EEF emphasises the value of subject specific vocabulary instruction in maths to support reasoning and understanding.</p> <p><a href="#">EEF: Vocabulary in Mathematics NCETM KS1/KS2 Guidance</a></p> <p>Successful implementation of any new strategy relies on how new approaches are put into practice and how it</p>	1 and 2

<p>apply the mathematical language they are being taught e.g. speak like mathematicians;</p> <ul style="list-style-type: none"> <li>• Delivery of Mastering Number in EYFS and KS1 in order to secure firm foundations in the development of good number sense for all children from FS through to Year 1 and Year 2. The aim is that children will leave KS1 with fluency in calculation and a confidence and flexibility with number;</li> <li>• Delivery of Mastering Number in Y3 in order to strengthen children's understanding of additive relationships, and develop fluency with addition facts;</li> <li>• Delivery of Mastering Number in Year 4 and Year 5 in order to develop multiplication and division fluency and strong number sense. The aim is to help pupils achieve automaticity with times tables, understand multiplicative relationships, and build flexibility with number, and to secure stronger Multiplication Check results at the end of Year 4 for all pupils, especially the disadvantaged;</li> <li>• Focusing on deliberate practice of key skills (counting, number facts) within lessons.</li> </ul> <p>Teachers will focus their support on the disadvantaged / lowest 20%.</p>	<p>manifests itself into the day-to-day work of people in schools.</p> <p><a href="#">Putting Evidence to Work – A School's Guide to Implementation   Toolkit Strand   Education Endowment Foundation   EEF</a></p> <p>Mastering Number at Reception and KS1 is an EEF Trial in 2025-2026.</p>	
Continue to develop clear	Successful implementation of any new strategy relies on how new approaches	All

non-negotiables for classroom practice (modelling, scaffolding, checking understanding, explicit teaching of vocabulary) and monitor their impact through learning walks and book scrutiny, focused on the disadvantaged children.	are put into practice and how it manifests itself into the day-to-day work of people in schools. <a href="#">Putting Evidence to Work – A School’s Guide to Implementation   Toolkit Strand   Education Endowment Foundation   EEF</a>	
<p>Provide consistent behaviour and SEMH approaches in classrooms so that disadvantaged children can focus on learning.</p> <ul style="list-style-type: none"> <li>• Purchase of annual subscription to the <a href="#">Jigsaw PSHE Curriculum</a> online portal to support teachers to confidently deliver a well-being curriculum.</li> <li>• Whole-school Behaviour Curriculum implemented consistently, underpinned by clear routines, scripts and inclusive language.</li> </ul>	<p><a href="#">Social and Emotional Learning   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Teach SEL skills explicitly:</p> <p>Use a range of strategies to teach key skills, both in dedicated time, and in everyday teaching. Self-awareness: expand children’s emotional vocabulary and support them to express emotions. Self-regulation: teach children to use self-calming strategies and positive self-talk to help deal with intense emotions. Social awareness: use stories to discuss others’ emotions and perspectives. Relationship skills: role play good communication and listening skills. Responsible decision-making: teach and practise problem solving strategies.</p>	All

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

**Budgeted cost: £40,000.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Delivery of writing in smaller, targeted groups in Year 6, focusing on closing gaps and securing stronger writing results at the end of KS2. Priority will be given to disadvantaged children in the lowest 20% for attainment and progress.	<p>The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment.</p> <p><a href="#">High quality teaching   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Use teacher-led structured interventions to provide additional support.</p> <p><a href="#">English   Guidance Reports   Education Endowment Foundation   EEF</a></p>	1 and 2
Delivery of National Literacy Trust’s writing intervention,	Use teacher-led structured interventions to provide additional support.	1 and 2

Writers for Life, to targeted groups in Year 5 and Year 6. Priority will be given to disadvantaged children.	<a href="#">English   Guidance Reports   Education Endowment Foundation   EEF</a> The aim of the Writers for Life intervention is to improve writing quality and empower children to take ownership of the writing process, in order to meet the needs of children that will benefit from focused teaching to accelerate progress towards age-related expectations.	
Delivery of maths in smaller, targeted groups in Year 6, focusing on closing gaps and securing stronger maths results at the end of KS2. Priority will be given to disadvantaged children in the lowest 20% for attainment and progress.	The best available evidence indicates that great teaching is the most important lever schools have to improve pupil attainment. <a href="#">High quality teaching   EEF (educationendowmentfoundation.org.uk)</a> Use teacher-led structured interventions to provide additional support. <a href="#">Mathematics   Guidance Reports   Education Endowment Foundation   EEF</a>	1 and 2
Delivery of Breakfast Club to all children in Year 6 in the run up to end of KS2 assessments. All disadvantaged pupils will be encouraged and supported to attend.	Use teacher-led structured interventions to provide additional support. <a href="#">Mathematics   Guidance Reports   Education Endowment Foundation   EEF</a>	2
Small group phonics sessions for children who require further phonics support in FS, Year 1 and Year 2. Priority will be given to disadvantaged children, particularly boys.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	2
Small group phonics sessions for children who require additional phonics interventions in Year 3 and Year 4. Priority will be given to disadvantaged children who did not pass the PSC by the end of Year 2.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	2
RWI Fresh Start reading intervention for pupils in Years 5 and 6 who require further phonic support. Priority will be given to disadvantaged children who did not pass the PSC by the end of Year 4.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	2

To purchase Phonics Play to support access to, and engagement in, phonics activities for children who have SEND needs and are disadvantaged.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. <a href="#">Phonics   Toolkit Strand   Education Endowment Foundation   EEF</a>	2
Delivery of the Nuffield Early Language Intervention (NELI) to improve listening, narrative and vocabulary skills for pupils in EYFS who have relatively low spoken language skills. Priority will be given to disadvantaged children.	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: <a href="#">Oral language interventions   EEF (educationendowmentfoundation.org.uk)</a>	3

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

**Budgeted cost: £75,000.00**

Activity	Evidence that supports this approach	Challenge number(s) addressed
Whole-school Behaviour Curriculum implemented consistently, underpinned by clear routines, scripts and inclusive language.	Universal approaches to behaviour that emphasise consistency, clarity and relationships are effective, particularly when tailored for pupils facing disadvantage. <a href="#">Behaviour interventions   Teaching and Learning Toolkit   EEF</a>	All
Embedding principles of good practice set out in The DfE's 'Working together to improve School Attendance' statutory guidance.	The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.	4
To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils. <ul style="list-style-type: none"> <li>• 2 ELPs employed to provide targeted support across the school;</li> <li>• Drawing and Talking Therapist employed to provide targeted support across the school;</li> <li>• Play Therapist employed to provide targeted support across the school.</li> </ul>	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. SEL interventions might focus on the ways in which students work with (and alongside) their peers, teachers, family or community. <a href="#">Social and Emotional Learning   EEF (educationendowmentfoundation.org.uk)</a>	4, 5 and 6

Priority will be given to disadvantaged children and those with SEND needs.		
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p> <p>To achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.</p> <p>To improve parental engagement and support.</p> <ul style="list-style-type: none"> <li>• Learning and Pastoral Support Assistant employed to provide targeted support across the school for disadvantaged pupils and their families.</li> </ul>	<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><a href="https://educationendowmentfoundation.org.uk">Social and Emotional Learning   EEF (educationendowmentfoundation.org.uk)</a></p> <p>Embedding principles of good practice set out in the DfE's <a href="https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/672212/Working_together_to_improve_school_attendance_guidance.pdf">Working together to improve school attendance</a> guidance.</p> <p>Parental engagement has a positive impact on average of 4 months' additional progress. It is crucial to consider how to engage parents to avoid widening attainment gaps.</p> <p><a href="https://educationendowmentfoundation.org.uk">Parental Engagement   EEF (educationendowmentfoundation.org.uk)</a></p>	4, 5 and 6
Trips, visits and enrichment activities which disadvantaged pupils will be encouraged and supported to participate in.	Evidence from Education Endowment Foundation – <a href="#">Guide to the Pupil Premium.</a>	6
<p>Equipment and resources</p> <ul style="list-style-type: none"> <li>• School uniform</li> <li>• Book packs</li> </ul>	Evidence from Education Endowment Foundation – <a href="#">Guide to the Pupil Premium.</a>	6
Contingency fund to respond to acute issues.	Based on our experiences, we have identified a need to set aside a small amount of funding in order to respond quickly to needs that have not yet been identified.	All

**Total budgeted cost: £145,000.00**



## 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 2022 to 2023 academic year.

We have analysed the performance of our school's disadvantaged pupils during the 2024/2025 academic year using EYFS and Key Stage 2 performance data, Phonics Check results, Y4 Multiplication Check results and our own internal assessments.

To help us gauge the performance of our disadvantaged pupils, we compared our results to those for disadvantaged and non-disadvantaged pupils at a national and local authority level. When comparing the performance of our disadvantaged pupils in EYFS, our disadvantaged pupils performed in line with disadvantaged pupils at a local authority level, and just below disadvantaged pupils at a national level for overall GLD. The areas in which our disadvantaged pupils performed less well included Communication and Language, Literacy and Mathematics. All of these areas are targeted areas for improvement on our current Pupil Premium Strategy.

In the Year 1 phonics screening check, the percentage of disadvantaged pupils who reached the expected standard in phonics in 2024/2025 was 7% lower than disadvantaged pupils at a national and local authority level. However, 80% of disadvantaged girls met the expected standard, compared to 50% of boys, some of whom have specific speech and language needs. These pupils remain a focus and will receive additional individual or small group phonics intervention in Year 2. By the end of 2024/2025, 81.8% of disadvantaged pupils in the Year 2 cohort had passed the phonics screening check.

In the Year 4 multiplication check, the average score gap between disadvantaged pupils and their non-disadvantaged peers decreased to 2.9 (from 4.2 in academic year 2023/2024). Automaticity with times tables remains an area for improvement on our current Pupil Premium Strategy, supported by the introduction of Mastering Number in Year 4 and Year 5.

Data from tests and assessments at the end of KS2 suggest that the Year 6 cohort in 2024/2025 were particularly adversely affected by the impact of COVID-19. This was evidenced by the SATS results in all core subjects, for both the disadvantaged pupils and their non-disadvantaged peers. Writing remains a particular area of concern, although the Writers for Life intervention, which was delivered to a group of Year 6 children, had a positive impact for those pupils who received it, with 78% of them reaching the expected standard at the end of KS2. This remains a focus for this year's strategy, with the aim being to deliver it to more pupils within Year 5 and Year 6, with priority given to those who are disadvantaged, along with the whole-school focus on handwriting, spelling, punctuation and grammar, which has started to show positive improvements in pupil's work in these areas. Our current Pupil Premium Strategy also focuses on adaptations to our Writing Assessment Framework, to ensure that the achievement of the key skills needed in order for the children to progress are given the highest priority.

Fresh Start, delivered to those pupils in Years 4 to 6 who did not pass the Phonics Screening Check in Year 1 or Year 2, had a positive impact on those pupils who received it. All pupils



who received this support moved successfully through the modules, and improved their reading speed and accuracy as a result. 83% of the disadvantaged Y6 pupils who received this support passed the Phonics Screening Check when retested during Year 6.

Towards the start of the academic year 2024/2025 (end of Term 2), absence among disadvantaged pupils was 6.7% higher than their non-disadvantaged peers, and persistent absence 31.9% higher. By the end of the academic year, these gaps had narrowed to 5.8% and 24.9% respectively, following focused work with identified families from the attendance lead and Learning and Pastoral Support Assistant. These gaps narrow further, to 4.2% and 24.9% respectively, when 6 pupils are removed from this data, all with attendance below 65%, and all with very specific needs. The improved attendance of disadvantaged pupils accounted for the closing of these gaps, rather than reduced attendance of non-disadvantaged pupils. However, we recognise that these gaps are still too large, which is why raising the attendance of our disadvantaged pupils remains a focus of our current Pupil Premium Strategy.

Delivery of the Nuffield Early Language Intervention to identified children in EYFS in the 2024/2025 academic year was very successful, delivering a meaningful change to the language skills of those pupils who received this intervention. This was evidenced by the LanguageScreen assessment results; those who received the NELI intervention improved their standard score by 3.2 on average, whereas those who did not receive this intervention improved their standard score by 0.63 on average.

Our observations and assessments demonstrated that challenges in relation to wellbeing and mental health, which can also adversely affect attendance, remain significantly higher than before the pandemic. The impact on disadvantaged pupils has been particularly acute. These challenges mean that our focus on sustaining improved wellbeing for all our pupils, and in particular our disadvantaged pupils, remains a key priority for our school, and we will continue our investment in our two ELPs, a Play Therapist, a Learning and Pastoral Support Assistant, and Drawing and Talking, a therapeutic intervention which allows pupils to discover and communicate emotions through a non-directed technique.

We have reviewed our strategy plan and made changes to how we intend to use some of our budget this academic year, as set out in the Activity in This Academic Year section above.

## 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
Mastering Number	NCETM
NELI: The Nuffield Early Language Intervention	Elklan
Power of 2	123 Learning
Reading Recovery	UCL
Writers for Life	National Literacy Trust