Pupil premium strategy statement

This statement details our school's use of pupil premium (and recovery 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 outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	264
Proportion (%) of pupil premium eligible pupils	22%
Academic year/years that our current pupil premium strategy plan covers **(3 year plans are recommended – you must still publish an updated statement each academic year)**	2025 - 2028
Date this statement was published	October 2026
Date on which it will be reviewed	October 2027
Statement authorised by	Amanda Jarrett – Principal
Pupil premium lead	Amanda Jarrett – Principal
Governor / Trustee lead	Sharon Richardson

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£ 110,050
Pupil premium funding carried forward from previous years *(enter £0 if not applicable)*	£ 0
Total budget for this academic year *If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year*	£ 110,050

Part A: Pupil premium strategy plan

Statement of intent

Our intent is to remove the variance in progress and life experiences between our disadvantaged students and their peers. The focus of this strategy is to encourage our disadvantaged students to be as aspirational as their counterparts and to have equitable access and support to make achieving those aspirations a realistic expectation. We include our vulnerable, CLA & SEND students in the provision detailed in this strategy, irrespective of their eligibility for the Pupil Premium Grant. High quality teaching is a vital element of our plans to the enhance life opportunities for our young people. We have a track record of excellent outcomes for both our disadvantaged and non-disadvantaged cohort; however, there remains a distance between these measures. In order to sustain the attainment performance of those students not deemed to be disadvantaged, whilst improving progress for our DA students, we must continue to make the best use of T&L strategies which have a strong and sustainable impact on those students most in need.

Challenges

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

Challenge number	Detail of challenge
1	**Spoken language** The proportion of pupils who speak English as an additional language is well above the national average. The proportion of pupils with additional needs is also above national average, and the primary need is speech, language and communication. It is therefore essential that we continue to ensure spoken language underpins every part of school life so that children are confident communicators.
2	**Academic challenge** Our disadvantaged students face a range of academic challenges: • 77% are classified as EAL - impacting on understanding in school and support at home (higher than the national average). • Pupils join us with skills well below those that might be expected for children of that age, especially in literacy. • Some pupils join us with little or no Nursery experience.

	• Students with SEND (higher than the national average). In many cases, few or no academic or aspirational role models.
3	**Mental Health and Well Being** Since the pandemic, we have noticed the profound impact it has had on the well-being of our young people who are dealing with a wide range of mental health challenges both in school and outside. This is evident in the incidents being addressed, and referrals being made. Development of resilience and growth mindset are vital to enable our young people to face the impact of this situation.
4	The impact of the pandemic on our children, including; • Lack of interaction with others in their early developmental stages • Lack of parenting support when children were in their infancy • Closure/reduction in local services to support children/parents in infancy
5	**Cultural Capital** Pupils join us with a rich cultural capital. However, it is our aim to further enrich their experiences and opportunities to ensure there is no impact on: • Vocabulary and context • life experiences • knowledge of hinterland / core knowledge implicitly known by peers in other schools / areas. • careers awareness • leadership opportunities • social interactions The first 3 points have a further impact upon academic performance as students may not comprehend the language or contexts in academic literature, textbooks and exam papers (e.g. Y2 SATs).

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
All children will develop their spoken English language skills	Pupils with significant needs are identified and supported. Pupils have access to group and individual SAL interventions.

	Pupils receiving SAL interventions make progress from their starting points. Oracy is a school priority and specific Oracy strategies are used within the classroom, including specific Oracy lessons. Oracy is a focus throughout the Curriculum. Classroom environments are communication friendly to support spoken language and learning.
The school will ensure the successful progress and attainment outcomes in core subjects (RWM and phonics)	Achieve at least in line with national EXS/GDS for all chn.
Students will have increased skills, resilience and support to manage their mental health and well-being.	100% of students needing referrals have access to support. Analysis of outcomes demonstrates increased pupil confidence and resilience. The Zones of Regulation is present throughout the school and pupil voice demonstrates their effective use.
Excellent attendance of Disadvantaged students supports their learning	Attendance of PPG chn is at least 96%. The attendance variance for DA students to be <1% of their peers.

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: £ *21,659*

CPD and coaching, English (including phonics, writing and mathematics)	EEF "Effective Professional Development report (8.10.21) states "High quality teaching improves pupil outcomes, and effective professional development offers a crucial tool to develop teaching quality and enhance children's outcomes in the classroom" and should "Ensure that professional development	1, 2, 4, 5

and assessment	aligns with the needs of the school and is supported by school leadership" CPD to continue to focus on whole school priorities of English (writing and phonics), mathematics and wider curriculum, including supporting teachers new to the school.	

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

Budgeted cost: £ *63,184*

Activity	Evidence that supports this approach	Challenge number(s) addressed
SALT Therapist (SYMBOL) and interventions (1:1 and group sessions) (£31,187)	EEF research key findings indicate oral language interventions have a "very high impact for a very low cost based on extensive evidence." "On average, oral language approaches have a high impact on pupil outcomes of 6 months' additional progress." EEF website 12.10.21 This funding will provide a speech and language therapist from SYMBOL to conduct assessments for chd with severe SLC delays, 1-1 interventions for those chd and small group interventions (Speech link). The reports are also used as evidence, if required, for EHCNA.	1, 2, 4, 5
Interventions: -Phonic 1-1 -Lightning Squad reading interventions -Targeted interventions (inc handwriting and spelling) -Targeted reading support -Clicker software (£31,997)	RWInc: EEF website states "Studies in England have shown that pupils eligible for free school meals typically receive similar or slightly greater benefit from phonics interventions and approaches." Small group tuition: EEF website states "The average impact of the small group tuition is four additional months' progress, on average, over the course of a year." Reading comprehension strategies: EEF website states: Very high impact for very low cost based on extensive evidence." Mastery Learning: EEF website states "The impact of mastery learning approaches is an additional five months	1, 2, 4

	progress, on average, over the course of a year." 1:1 Phonics sessions had a positive impact on children's attainment last year (89% PPG pass).	

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

Budgeted cost: £ *25,207*

Activity	Evidence that supports this approach	Challenge number(s) addressed
Improving attendance: -breakfast club (£3298)	There is also a clear link between poor attendance and lower academic achievement (DfE research (2012)). +4months	2, 3, 4
Supporting pupils' social, emotional and behavioural needs (SEBDOS, ELSA and Lego Therapy) (£7,035)	EEF research suggests that "SEL interventions have an identifiable and valuable impact on attitudes to learning and social relationships in school."	3
Enrichment opportunities, including provision of laptops (£8250)	EEF research on arts participation on their website states: "The research here summarises the impact of arts participation on academic outcomes. It is important to remember that arts engagement is valuable in and of itself and that the value of arts participation should be considered beyond maths or English outcomes."	1, 2, 4, 5
SEND pupil support (£6624)	EEF guidance recommends for children with SEND that schools should "create a positive and supportive environment for all pupils, without exception" and that "all pupils have access to high quality teaching" that is complemented with carefully selected "one to one interventions". This funding will be used to ensure children, eligible for PPG, who are going through the EHCP statutory process are able to fully access the high-quality teaching and mainstream class environment, positively and with effective support and well as enabling greater SEND leadership capacity and suitable classroom environments.	1, 2, 3, 4, 5

Total budgeted cost: £ *11050*

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

National figures all taken from Insight data

EYFS	GLD	National
PP	95%	55%
Non PP	65%	76%

Year 1 Phonic Screening Check	Achieved	National
PP	89%	68%
Non PP	87%	86%

KS1 Teacher Assessment	2025-26 School PP	2025-26 School Non PP	2025-26 National PP	2025-26 National Non PP
Reading EXS +	69	87	55	76
Reading GDS	31	38	8	21
Writing EXS +	62	77	46	69
Writing GDS	24	30	4	10
Mathematics EXS+	66	88	56	77
Mathematics GDS	31	40	8	18
RWM Combined EXS+	62	77	41	64
RWM Combined GDS	21	27	2	7
Phonic Screening Check (Cumulative)	90 *	100	81	92

* 3 children only did not pass of whom 2 were disapplied and 1 absent

Intervention	Impact	Action for 26-27
Speech and language: • SALT assessments • Speechlink small group interventions • 1-1 therapy sessions	126 assessments were carried out, leading to 36 children received Speechlink interventions. Of these 80% made good progress towards their targets. Where children did not make progress, they were identified for SALT	Continue both group and 1:1 interventions. Oracy to continue with focus on assessment and progression between year groups

	assessments. There continued to be an increase in the number of children requiring SALT assessments and therefore the waiting list was continued. 16 children received 1-1 therapy sessions. All made progress towards their individual targets.	
Interventions -RWInc -Lightning Squad -Maths Mastery interventions	• Results as above • All children tutored with lightning squad increased their fluency and almost all met the expected standard in reading by the end of the academic year.	RWInc training day booked for Sept 26 and Development days 3 x a year to support staff CPD/coaching to maintain excellent outcomes, particularly for new staff English Lead to support RWInc lead to coach staff where identified. Continue with FFT Lightning Squad reading intervention.
Wellbeing and Mental Health	6 children/families referred for SEBDOS support. Support was effective e in all cases received. 1 child was on the waiting list for 26-27. ELSA and Lego Therapy were implemented consistently and had positive impact. Nurture group continued and had a positive impact on the 6 children who attended.	Continue SEBDOS funding and ELSA/nurture/therapy support groups.
Enrichment Opportunities	Students had opportunities to experience new situations; Y2 all had the opportunity to visit London on the train and watch the Lion King. Author visits continued.	Continue to support

Externally provided programmes

Please include the names of any non-DfE programmes that you used your pupil premium (or recovery premium) to fund in the previous academic year.

Programme	Provider
N/A	N/A

Service pupil premium funding (optional)

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**
N/A
The impact of that spending on service pupil premium eligible pupils
N/A