



The Park Schools Federation 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 outcomes for disadvantaged pupils last academic year.

School overview

| Detail | Data |
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| Number of pupils in school(s) | EYFS = 97 KS1 = 117 KS2 = 260 |
| Proportion (%) of pupil premium eligible pupils | Dec 2025 EYFS (FS1 and FS2) = 21 KS1 = 35 KS2 = 103 Pupil premium as % of KS EYFS = 21.6% KS1 = 29.9% KS2 = 39.6% |
| Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended) | 3 years - 2025/2026 to 2028/2029 |
| Date this statement was published | December 2025 |
| Date on which it will be reviewed | Annually |
| Statement authorised by | Nadeem Shah |
| Pupil premium lead | Ian Butler |
| Governor / Trustee lead | Jemma Copestake |

Funding overview

| Detail | Amount |
|---|---|
| Pupil premium funding allocation this academic year | Infants – £71,184.00 Juniors - £146,420 Total £217,604.00 |
| Recovery premium funding Grant finished at the end of the 2023 to 2024 academic year. | |
| Pupil premium (and recovery premium*) funding carried forward from previous years <i>(enter £0 if not applicable)</i> | £0 |
| Total budget for this academic year | Total £217,604.00 |

Part A: Pupil premium strategy plan

Statement of intent

At The Park Schools Federation, we are committed to ensuring **high standards and strong outcomes for all pupils**, regardless of background or circumstance. Serving a community with high levels of deprivation strengthens our determination to provide an ambitious, inclusive education that enables every child to fulfil their potential. We are clear that disadvantage must never limit aspiration or achievement.

Our values are underpinned by **PRIDE – Perseverance, Responsibility, Integrity, Dream Big and Equity**. These principles inform a whole-school culture of high expectations, inclusive practice and shared responsibility for outcomes.

Our Pupil Premium strategy is designed to ensure that **disadvantaged pupils, including those with high prior attainment**, make strong progress and that attainment gaps between disadvantaged and non-disadvantaged pupils are systematically reduced. In line with **EEF guidance**, our approach prioritises improving the quality of teaching, supported by targeted academic interventions and wider strategies that address barriers to learning. We adopt a **holistic approach**, recognising the importance of pupils' academic, social and emotional development.

We recognise that **high-quality teaching has the greatest impact on pupil outcomes**, particularly for disadvantaged pupils. Therefore, our strategy focuses on:

- **Consistently high expectations** for all pupils, ensuring disadvantage is not used to justify lower outcomes
- **Robust use of assessment and diagnostic tools** to identify need and inform responsive provision
- **A broad, balanced and knowledge-rich curriculum** that is inclusive and ambitious for all learners
- **High-quality professional development**, including coaching and mentoring, to strengthen teaching and assessment
- Targeted interventions and effective deployment of resources, evaluated for impact and adjusted as needed
- **Targeted attendance support** to improve engagement and reduce persistent absence
- **High-quality pastoral and behavioural support** to ensure pupils are ready to learn
- **Strong parental engagement**, including breakfast and after-school provision, to reduce barriers to learning
- **Enrichment and extra-curricular opportunities** to develop cultural capital and raise aspirations

Our strategy is rooted in **evidence, not assumptions**, and responds to both common challenges and individual needs. Interventions are implemented early, monitored closely and refined to ensure they are effective and represent value for money.

To ensure sustained impact, we will:

- Ensure disadvantaged pupils are appropriately challenged and supported to achieve ambitious outcomes
- Intervene early and precisely when need is identified
- Maintain a whole-school approach, where all staff take collective responsibility for disadvantaged pupils' progress, attainment and wellbeing

Challenges

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

| Challenge number | Detail of challenge |
|------------------|---|
| 1 | <p>In the infant setting, last academic year's (2023-2024) attendance data showed that attendance among disadvantaged had an attendance rate of 91.0%. - Non-disadvantaged students had a higher attendance rate of 94.2%.</p> <p>Disadvantaged students: 34.8% were persistent absentees. - Non-disadvantaged students: 17.0% were persistent absentees. These were, disadvantaged students: 16 persistent absentees. - Non-disadvantaged students: 19 persistent absentees. So, while there is a significant number of disadvantaged students among the persistent absentees it does not appear to be disadvantaged specific in the infant setting.</p> <p>In the Key Stage 2 setting, last academic year's (2024-2025) attendance data showed that attendance among disadvantaged students had an attendance rate close to 93%. Non-disadvantaged students had a slightly higher attendance rate, approximately 95%. Disadvantaged students exhibited a higher proportion of persistent absentees (16 - 20.5%) compared to their non-disadvantaged peers (7 – 6.0%). While the number of persistent absentees among disadvantaged students was notable, indicating a focussed area for support, the trend suggests the attendance challenges in KS2 are not exclusively disadvantage-specific but require targeted intervention across student groups.</p> <p><i>Data for this academic year to date:</i> <i>Infants - For this academic year (2025-2026), the attendance rate for disadvantaged students is 91.7%. This indicates a small improvement in attendance among disadvantaged students this year compared to last year.</i></p> <p><i>Juniors - The data indicates a positive trend in attendance for both disadvantaged students and the entire 2025/2026 cohort compared to the previous academic year. Disadvantaged students have shown a modest improvement in their overall presence, increasing from 92.8% to 93.8%. This reflects positively on the school's efforts in supporting these students. The whole cohort's attendance has also improved, rising from 94.6% to 95.2%.</i></p> <p><i>While the attendance rate for disadvantaged students remains slightly lower than the school average, the narrowing gap shows progress towards equity.</i></p> |
| 2 | <p>Assessments, observations and discussions with children indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged children. Speaking and listening data on entry to reception, show low starting points for our disadvantaged children with 56% working below the expected standard. This is evident from nursery, reception through to KS2 and in general, are more prevalent among our disadvantaged children than their peers.</p> |

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| 3 | <p>Assessments, observations, and discussions with children suggest disadvantaged children generally have greater difficulties with reading than their peers.</p> <p>On entry to Reception class in the last 2 years, between 85 - 89% of our disadvantaged children arrive below age-related expectations compared to 61 - 65% of non-disadvantaged children. This gap narrows but remains significant to the end of KS2.</p> <p>Assessments, observations and discussions with children suggest that disadvantaged children have greater difficulties with phonics, which negatively impacts their development as readers. For the past two years, when children re-take the check in year 2, of the children still failing the test, in 2022/23, 6 out of the 7 children still not passing were disadvantaged children. In 2023/24, 3 out of the 4 children were disadvantaged. This has been reduced slightly in year 2024-2025, with only 2 out of the 4 children that did not pass being in receipt of pupil premium funding.</p> <p>Of the children that did not pass the screening in year 1, 10/16 (62.5%) receive pupil premium funding.</p> |
| 4. | <p>Internal and external assessments indicate that maths attainment among disadvantaged children is significantly below that of non-disadvantaged children.</p> <p>On entry to Reception class in the last two years, between 70 - 78% of our disadvantaged children arrive below age-related expectations compared to 50 - 60% of non-disadvantaged children. This gap remains steady to the end of KS2.</p> |
| 5. | <p>Our assessments, observations and discussions with pupils and families have identified social and emotional issues for many pupils, a lack of enrichment opportunities and emotional support from parents and carers. These challenges particularly affect disadvantaged pupils, including their attainment.</p> <p>Teacher referrals for support remain relatively high. 33 pupils (60% of whom are disadvantaged) by the end of year 2023/24 still require additional support with social and emotional needs, including receiving small group interventions. 3 out of 4 children working on a 1:1 basis with the nurture TA in 2023/24 were disadvantaged.</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 |
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| 1. To achieve and sustain improved attendance amongst all pupils, particularly our disadvantaged pupils. | <p>Sustained high attendance by 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> the percentage of all pupils who are persistently absent, including our disadvantaged pupils, to improve so it is in line with national figures. |
| 2. Improved oral language skills and vocabulary among disadvantaged children. | <p>Assessments and observations indicate significantly improved oral language among disadvantaged pupils. This is evident when triangulated with other sources of evidence, including engagement in lessons, speaking and listening outcomes for Reception, book scrutiny, pupil voice and ongoing formative assessment.</p> |

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| <p>3. Improved reading attainment among disadvantaged children</p> | <p>KS2 reading outcomes in 2026/27 show that disadvantaged pupils meeting the expected standard is in line with national pupil premium figures.</p> <p>Phonics outcomes increase for the disadvantaged pupils.</p> |
| <p>4. Improved maths attainment for disadvantaged children at the end of KS2.</p> | <p>KS2 maths outcomes in 2026/27 show that disadvantaged pupils meeting the expected standard is in line with national pupil premium figures.</p> <p>Multiplication Check outcomes in 2026/27 show that disadvantaged children continue to build on the 48% pass rate achieved in 2023/2024, compared to 42% for non-PP.</p> |
| <p>5. To achieve and sustain improved attendance for all children, particularly our disadvantaged children.</p> | <p>Sustained high levels of wellbeing by 2026/27 demonstrated by:</p> <ul style="list-style-type: none"> - Sustained engagement in nurture groups, enabling children to participate in whole class lessons - Qualitative data from student voice, student and parent surveys and teacher observations - A significant increase in participation in enrichment activities, particularly among disadvantaged pupils - Increased engagement in parents/carers accessing additional support provided by the school - Leuven scale outcomes show an improvement for disadvantaged children in reception. |

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: £76,556.00

| Activity | Evidence that supports this approach | Challenge numbers addressed |
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| <p>Ensure all relevant staff have received training to support and deliver high quality phonics teaching.</p> <ul style="list-style-type: none"> - Read, Write Inc KS1. - Phonics EYFS, KS1/2 - Fresh Start phonics, KS2 - Refreshed phonics training for all staff. | <p>Extensive evidence shows that phonics is a pivotal component in the development of early reading skills, particularly children from disadvantaged backgrounds. EEF. Phonics Intervention + 5 months possible gain, EEF Teaching Toolkit</p> <p>Effective Professional Development. ‘Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.’ EEF</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professionaldevelopment</p> | <p>2, 3</p> |
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| <p>Ensure all relevant staff have received training to support and deliver high quality language and speaking and listening skills (Oracy).</p> <ul style="list-style-type: none"> - Whole Class Reading YR – Y6 training, provided by Reading Lead. - ECaT (PP EAL) and NELI intervention training – Nursery and Reception. - The purchase of high-quality reading books for use in Whole Class Reading sessions and Literacy. | <p>Communication and languages approaches emphasise the importance of spoken language and verbal interaction for pupils. Children’s language development is supported through approaches such as talking, verbal expression, modelling language and reasoning.</p> <p>Techniques include reading aloud to children, discussing books, extending vocabulary by introducing them to new words in context and drawing attention to letters and sounds.</p> <p>Communication and Language Approaches + 6 months possible gain EEF Toolkit. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-languageinterventions</p> <p>‘The average impact of Oral language interventions is approximately an additional six months’ progress over the course of a year. Some studies also often report improved classroom climate and fewer behavioural issues following work on oral language. – EEF +6 months possible gain.</p> <p>Effective Professional Development. ‘Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.’ EEF https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/effective-professionaldevelopment</p> | <p>2, 3</p> |
| <p>Additional Reading intervention CPD and the development of the reading offer in school. Ensuring all children receive high quality support and intervention to accelerate progress through high quality teaching.</p> <ul style="list-style-type: none"> - Reading fluency intervention training for relevant staff – KS2. - Reading Inference intervention | <p>Phonics Intervention + 5 months possible gain. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p> <p>Reading comprehension strategies show high impact for relatively low cost _+6 months possible gain EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/readingcomprehension-strategies</p> <p>Teaching Assistant Interventions +4 months possible gain, EEF ‘The average impact of the deployment of teaching assistants is about an additional four months’ progress over the course of a year. However, effects tend to vary widely between those studies where teaching assistants are deployed in everyday classroom environments, which typically do not show a positive benefit, and those where teaching assistants deliver targeted interventions</p> | <p>2, 3</p> |

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| <p>training for relevant staff – KS2.</p> <p>- Phonics CPD and intervention training for all relevant staff - KS1/2.</p> | <p>to individual pupils or small groups, which on average show moderate positive benefits.’</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teachingassistant-interventions</p> | |
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| <p>Ensure all relevant staff have received training to support and deliver high quality maths lessons.</p> <ul style="list-style-type: none"> -School Maths lead in new role as Maths Hub Leader/specialist and to share best practice with all staff (after designated training days/residential) - External training provided as well as internal training by Maths lead to use Mastering Number with relevant staff across school – KS1 & KS2. - Further research, implementation and training to use ‘Success at Arithmetic’ intervention – EEF approved - KS2. - The purchase of the intervention resource ‘Success at Arithmetic’ and the mathematical equipment required. - Employment and training of apprentice teaching assistants. | <p>Effective Professional Development. ‘Supporting high quality teaching is pivotal in improving children’s outcomes. Indeed, research tells us that high quality teaching can narrow the disadvantage gap.’ EEF</p> <p>‘Success at Arithmetic’ number sense intervention – EEF +15 months possible progress.</p> <p>Mastery Learning, + 5 months possible gain,, EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p> <p>Teaching Assistant Interventions +4 months possible gain, EEF https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/teachingassistant-interventions</p> | <p>4</p> |
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| <p>Ensure all relevant staff receive the support, CPD and encouragement to feel confident when organising enrichment opportunities, specifically targeting our disadvantaged children and to improve cultural capital.</p> <ul style="list-style-type: none"> - History Workshops - Science Workshops - Mr Rutter’s music workshop - Class Virtual Reality - Now Press Play <p>The purchase of high-quality resources for Opal Play such as:</p> <ul style="list-style-type: none"> - Playground equipment - Sheds - Welly racks <p>The employment (and training) of a lunch-time ‘playleader’ to support Opal Play provision.</p> | <p>Arts Participation, possible + 3 months gain, EEF Teaching Toolkit</p> <p>‘The average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress.’</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>‘Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop noncognitive skills such as resilience, self-confidence and motivation.’ EEF</p> <p>Physical Activity, possible 1+ month gain.</p> <p>There is a small positive impact of physical activity on academic attainment (+1 month). While this evidence summary focuses on the link between physical activity and academic performance, it is crucial to ensure that pupils access to high quality physical activity for the other benefits and opportunities it provides.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p> | <p>5</p> |
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| <p>Ensure all relevant staff receive the training to feel confident when improving and sustaining wellbeing for all pupils, and particularly our disadvantaged children.</p> <ul style="list-style-type: none"> - Continued use and CPD related to Jigsaw. - Zones of Regulation CPD for all staff. - The purchase of high-quality resources - Opal Play CPD for staff. - Time for Opal Play leaders to action-plan and attend CPD events. | <p>Social and emotional learning, possible + 4 months EEF</p> <p>‘Evidence suggests that children from disadvantaged backgrounds have, on average, weaker Social and Emotional skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for our pupils: lower Social and Emotional skills are linked with poorer mental health and lower academic attainment.’</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>‘Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop noncognitive skills such as resilience, self-confidence and motivation.’ EEF</p> <p>Physical Activity, possible 1+ month gain.</p> <p>There is a small positive impact of physical activity on academic attainment (+1 month). While this evidence summary focuses on the link between physical activity and academic performance, it is crucial to ensure that children have access to high quality physical activity for the other benefits and opportunities it provides.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p> | <p>5</p> |
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Targeted academic support (for example, tutoring, one-to-one support, structured interventions)

Budgeted cost: £ 113,710.00

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <p>The employment of a specialist ‘speech and language’ teaching assistant to implement targeted support from EYFS to Y6.</p> <p>Small group intervention to support speaking and literacy skills (oracy) – NELI and ECat. – Nursery and Reception.</p> | <p>Communication and languages approaches emphasise the importance of spoken language and verbal interaction for pupils. Children’s language development is supported through approaches such as talking, verbal expression, modelling language and reasoning. Techniques include reading aloud to children, discussing books, extending vocabulary by introducing them to new words in context and drawing attention to letters and sounds. Communication and Language Approaches, possible + 6 months EEF Toolkit.</p> <p>Small group tuition, possible +4 months - EEF</p> | 2 |
| <p>Additional small group Phonics sessions (targeted at disadvantaged pupils) led by experienced TAs – EYFS, KS1/2.</p> <p>1-2 hours per week, per child.</p> | <p>Phonics has a positive impact overall (+5 months) with very extensive evidence and is an important component in the development of early reading skills, particularly for children from disadvantaged backgrounds.</p> | 2, 3 |
| <p>Additional small group reading interventions for reading such as:</p> <ul style="list-style-type: none"> - Inference (KS2) (20 minutes, twice a week.) - Fluency (KS1/2) (20 minute sessions, twice a week.) - Daily readers (All) (10-15 minutes, daily) <p>Led by experienced TAs – EYFS, KS1/2.</p> | <p>The EEF evidence suggests that communication and language interventions have a high impact of possible 6 months gains. This is based on extensive EEF evidence.</p> <p>1:1 Interventions are shown to have a strong positive benefit of between 4 – 6 months (possible) – EEF Toolkit, Teaching Assistant Interventions.</p> | 2, 3 |

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| <p>Small group intervention to support disadvantaged pupils in Maths</p> <ul style="list-style-type: none"> - Mastering Number, KS1 and Y3 (4 x 15-minute sessions per week.) - Success at Arithmetic, KS2 (3 x 30-minute sessions per week.) <p>Group intervention to target Pupil Premium children and support acquisition of the x tables to 12, using Times Table Rockstars as an intervention – Y4.</p> <p>The purchase of new iPads to support ‘app’ maths intervention and use of digital technology – Y4.</p> | <p>Small group tuition, possible +4 months</p> <p>‘This arrangement enables the teaching to focus exclusively on a small number of learners, usually in a separate classroom or working area. Intensive tuition in small groups is often provided to support lower attaining learners or those who are falling behind, but it can also be used as a more general strategy to ensure effective progress, or to teach challenging topics or skills.’ EEF</p> | <p>4</p> |
| <p>The develop of a Nurture group, run by a Nurture teacher and supported by two teaching assistants.</p> <ul style="list-style-type: none"> - Resources to be purchased to create specific nurture environment for the children to work/learn each morning. - Create bespoke curriculum for the children - CPD for staff to support children | <p>Evidence suggests that children from disadvantaged backgrounds have, on average, weaker SEL skills at all ages than their more affluent peers. These skills are likely to influence a range of outcomes for pupils: lower SEL skills are linked with poorer mental health and lower academic attainment.</p> <p>SEL interventions in education are shown to improve SEL skills and are therefore likely to support disadvantaged pupils to understand and engage in healthy relationships with peers and emotional self-regulation, both of which may subsequently increase academic attainment.</p> <p>Interventions which focus on improving social interaction tend to be more successful (+6 months) than those focusing on personal and academic outcomes (+4 months) or those aimed at preventing problematic behaviour (+5 months)</p> | |

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

Budgeted cost: £ 85,494.00

| Activity | Evidence that supports this approach | Challenge number(s) addressed |
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| <p>To provide a range of curriculum enrichment opportunities to develop our children’s cultural capital, specifically targeting our disadvantaged children:</p> <ul style="list-style-type: none"> - £100 for parents to use towards payment for enrichment opportunities - History Workshops – all - Science Workshops – all - Opal Play – all - Mr Rutter’s music workshop – KS2 - Class Virtual Reality – KS1, KS2 - Now Press Play – all - Theatre productions in school - all - Mini-bus use for class visits – KS1, KS2 - School trip subsidiary payments – KS1, KS2. - Sports leaders for teacher CPD, expert-led P.E - lessons and afterschool clubs – all. | <p>Our own evidence shows that improving our offer of enrichment opportunities (to develop our children’s cultural capital) has been a successful strategy with children within our own context over several years. Our children engage with extracurricular activities on a regular basis, and therefore speak positively about their experiences at school.</p> <p>In line with the research, providing pupils with access to a full range of educational experiences can decrease outcome gaps.</p> <p>https://www.gov.uk/government/publications/the-pupil-premium-how-schools-are-spending-the-funding-successfully</p> <p>EEF research also supports this approach:</p> <p>Arts Participation, possible + 3 months gain, EEF Teaching Toolkit</p> <p>‘The average impact of arts participation on other areas of academic learning appears to be positive but moderate, about an additional three months progress.’</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/arts-participation</p> <p>‘Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.’ EEF</p> <p>Physical Activity, possible 1+ month gain.</p> <p>There is a small positive impact of physical activity on academic attainment (+1 month). While this evidence summary focuses on the link between physical activity and academic performance, it is crucial to ensure that pupils access to high quality physical activity for the other benefits and opportunities it provides.</p> | <p>5</p> |

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| | https://educationendowmentfoundation.org.uk/education-evidence/teaching-learningtoolkit/physical-activity | |
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| <p>Offering small group and 1:1 nurture and pastoral/emotional interventions to support children with developing wellbeing, resilience, self-esteem, managing anxiety and understanding/ managing emotions and behaviour, such as: -</p> <ul style="list-style-type: none"> - Nurture group - Forest Schools - Zones of Regulation - Lego Therapy - The employment of a specialist nurture and wellbeing teacher, who specialises in child social and emotional literacy and nurture strategies - Full time Safeguarding and Pastoral Lead who works with both children and families <p>In addition to this, we also employ specialist Cognitive Behavioural Therapist, Kim Holden, who removes barriers to learning through assessment, planning and therapy for children.</p> | <p>Social and emotional learning approaches have a positive impact, on average, of 4 months additional progress in academic outcomes over the course of an academic year. This finding however, has very low security so schools should be especially careful to monitor the efficacy of SEL approaches in their settings. The studies in the toolkit, focus primarily on academic outcomes but it is important to consider the other benefits of SEL interventions. Being able to effectively manage emotions will be beneficial to children and young people even if it does not translate to reading or maths scores. (EEF Toolkit-Social and Emotional Learning)</p> | <p>1, 2, 5</p> |
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| <p>To embed the principles of the DfE's guidance on working together to Improve School Attendance.</p> <p>This activity includes:</p> <ul style="list-style-type: none"> -Training for staff regarding new procedures and initiatives and appointing attendance/support officers to improve attendance. | <p>The DfE guidance has been informed by engagement with schools that have significantly reduced levels of absence and persistent absence.</p> | <p>1, 2, 3, 4, 5</p> |
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Total budgeted cost: £ 275,760.00

Overspend of £2535.00 to be used out of school budget.

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils 2024/2025

We have analysed the performance of our school's disadvantaged pupils during the 2024/25 academic year using key stage 1 and 2 performance data, phonics check results and our own internal assessments. Our year group data shows that our non-Pupil Premium children outperform our Pupil Premium children, although in year 5 the gap is getting closer.

As specifically detailed further in the information below, our children in receipt of pupil premium funding are starting to close the gap on those without funding, for example, maths at the end of the year in years' 3, 4, 5 and 6, on average an additional 11% of PP children have now met ARE, compared to those last year.

Data from academic year 2024-2025

| | Reading | | Writing | | Maths | |
|--------|---------|--------|---------|--------|-------|--------|
| | PP | Non-PP | PP | Non-PP | PP | Non-PP |
| Year 1 | 29% | 76% | 29% | 71% | 41% | 76% |
| Year 2 | 27% | 54% | 32% | 60% | 41% | 65% |
| Year 3 | 38% | 69% | 33% | 59% | 48% | 74% |
| Year 4 | 42% | 49% | 17% | 41% | 71% | 75% |
| Year 5 | 50% | 57% | 46% | 57% | 54% | 55% |
| Year 6 | 52% | 75% | 64% | 80% | 68% | 86% |

EYFS

- End of year data for Nursery (FS1) shows that our children in receipt of Pupil Premium funding are closer to those not receiving the funding in reading, with only a 15% gap between PP and Non-pp, however in both writing and maths the gap has increased and is 49% less children achieving ARE for PP children than non-PP.
- By the end of FS2 this year, overall, 83% of children achieved a Good Level of Development, an increase of 28% of children meeting the expected standard compared to last year
- 14/18 Pupil Premium achieved a Good Level of Development (78%), whereas 36/42 (86%) of non- PP children. This has reduced the gap between PP and non-PP to 8%, compared to a gap of 29% last year.

Key Stage 1

- 72.4% of all children passed their PSC. 2 children went on holiday in the test window, who would have passed the test, which if attended would have taken us to 77% as previous year. 41% of PP children passed the check, compared with 85% of non-PP – an increase in the gap of 21%.
- **Reading** - Overall, 44% of children reached age-related expectation at the end of year 2. 28% for PP children and 54% for non-PP children. The gap remains the same as the previous year.

- **Writing** – End of KS1 showed that overall, 49% of children achieved age related expectations, with 32% of PP children and 60% non-PP children. The gap remains the same as the previous year.
- **Mathematics**- End of KS1 showed that overall, 56% of children achieved age related expectations, with 41% of PP children and 65% non-PP children. The gap is roughly the same as previous year, 2% difference.
- Over this school year, in one of our year 2 classes, there has been significant staff illness and staff have had to be changed twice over the course of the year, with support from SMT to help transitions with the class.

Key Stage 2

- **Reading** - Overall, 68% of children reached age related expectations, 52% of PP children compared to 78% of non-PP children.
- **Writing** – End of KS2 teacher assessments showed that 75% of children achieved age related expectations, with 64% of PP children and 83% of non-PP children.
- **Maths** – End of KS2 assessments showed that 80% of children achieved age related expectations, with 68% of PP children and 88% of non-PP children. An increase of 14% for our PP children from the previous year’s results.

At the end of 24-25, our end of KS2 outcomes for PP children were very promising. Writing and maths results being higher than national. For writing, we achieved 64% compared to 59% nationally, gaining an additional 5% on the national data. In maths, additional intervention has been put in place this year and this has led to 68% achieving ARE, an increase of 14% from the previous year.

Data at the end of KS2 shows that the interventions and training that have been put in place over the past year have widely been successful, as a focus on writing and maths. With writing results continuing to be above national, and maths increasing by 14% and being 21% more than national.

| PP | 2023 | 2024 (national) | 24-25 (National) |
|--------------------|------|--------------------|---------------------|
| EXS or ABV Reading | 53% | 62% (62%) | 52% (63%) |
| EXS or ABV Writing | 50% | 71% (58%) | 64% (59%) |
| EXS or ABV Maths | 43% | 54% (58%) | 68% (47%) |

We are currently monitoring 23 children across the infants school and 39 across the junior school, whose attendance is below 90%. In the infants, 15 (65% of these) are in receipt of PP funding and in the juniors, 23 of the 39 (41%) are PP. All of these families have received letters in regards to attendance and have been invited to a meeting with a member of the SMT/Attendance lead, to discuss this further.

For the year 2024-2025, the overall attendance for the infant school was 93.6%, and 94.5% for the juniors. There is still a slight gap between the attendance for PP and non-PP, although this is closing. In the infants, PP is 91%, with 25% persistently absent, compared to 94.9% non-PP, with 7.6% persistently absent. In the Junior school, PP have 92.8% attendance, with 23.2% persistently absent, compared to 95.5% for non-PP and 9.9% persistently absent.

As our requirement for Nurture provision has continued to increase, our nurture provision is now a full time group every morning, with three adults – one nurture teacher and 2 teaching assistants. As well as this provision, additional nurture and pastoral sessions continue with additional children in the afternoon with these members of staff for identified children. At least half of the children attending the nurture provision are in receipt of PP funding, in the afternoon additional sessions, almost three quarters of the

group are PP, 18 out of 25 = 72%. There are also drop in sessions that parents can access before school to meet with the nurture teaching and pastoral lead, which is always well attended.

Within the programme of after school clubs that is put in place, children receiving Pupil Premium funding are at the top of the list to be selected to take part in these clubs.

All clubs are well attended by both PP and non-PP children, with many of them being oversubscribed and a waiting list in place. Here is an example of this from the spring term

Over a third of the children attending the after-school clubs, in the spring term, were children in receipt of PP funding. With 172 children attending the different after school clubs during this term, 88 of these children are PP, so that is over half of the children (51%)