

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	St. Peter's CE Primary Academy
Number of pupils in school	377
Proportion (%) of pupil premium eligible pupils	79 children Ever6- 63 chn 17% Service Premium- 16 chn 4%
Academic year/years that our current pupil premium strategy plan covers	2026/2027 2027/2028 2028/2029
Date this statement was published	Sept 2026
Date on which it will be reviewed	July 2027
Statement authorised by	Oliver Martindale
Pupil premium lead	Harriet Morris
Governor / Trustee lead	Richard Day

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£113,000
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	£113,000

Part A: Pupil premium strategy plan

Statement of intent:

At St. Peter's CE Primary Academy, we believe that every child, regardless of their background, starting point or individual barriers, deserves an exceptional education and the opportunity to thrive. We are committed to ensuring that disadvantage is never a barrier to success and that all pupils are supported to achieve highly across the curriculum and beyond.

Our Pupil Premium strategy is rooted in a clear understanding of the needs of our community and informed by the best available evidence, including guidance from the Education Endowment Foundation (EEF). We regularly review the impact of our provision and adapt our approach to ensure funding is used effectively to meet the evolving needs of our pupils.

We recognise that over 24% of our pupils joined St. Peter's through in-year admissions and that disadvantaged pupils are significantly represented within this group. Our strategy therefore places a strong emphasis on quality first teaching, rapid assessment, effective transition and targeted support to ensure every child can succeed regardless of when they join our community.

We recognise that disadvantaged pupils can face a range of additional challenges that may affect their educational outcomes, including lower levels of school readiness, gaps in vocabulary and language development, lower attendance, limited access to wider opportunities and, in some cases, additional special educational needs. Our strategy is designed to address these barriers early and systematically so that every child can flourish.

High-quality teaching is at the heart of our approach. We believe that the greatest lever for improving outcomes for disadvantaged pupils is ensuring that they experience excellent teaching every day. Alongside this, we provide carefully targeted academic support and a range of wider strategies that promote attendance, wellbeing, aspiration, personal development and engagement with school life.

At St. Peter's, we want all pupils to know more, remember more and be able to do more. We are committed to ensuring that disadvantaged pupils have access to the same ambitious curriculum, enriching experiences and high expectations as their peers. Through leadership opportunities, educational visits, clubs, music, sport and wider enrichment, we aim to broaden horizons and ensure every child develops the knowledge, skills and confidence needed for future success.

Our ambition is that every disadvantaged pupil achieves highly, participates fully and leaves St. Peter's as a confident, resilient and successful learner, ready for the next stage of education and equipped to make a positive contribution to their community and beyond.

At St. Peter's, disadvantage is never an excuse for lower expectations; it is a reason for greater determination.

The St. Peter's Quality First Teaching Guarantee.

Every disadvantaged pupil will experience:

- Explicit instruction and modelling
- Deliberate vocabulary teaching
- High participation and active engagement
- Responsive feedback
- High-quality reading instruction
- Ambitious curriculum content
- Consistently high expectations

We strongly believe the most effective way to improve outcomes for disadvantaged pupils is through exceptional teaching in every classroom, every day.

Headline Strategic Actions 2026–2029

Over the life of this strategy, we will:

- Strengthen quality first teaching through the St. Peter's pillars of excellent teaching, instructional coaching and evidence-informed practice.
- Ensure every disadvantaged pupil becomes a confident and fluent reader.
- Develop speech, language and communication from the earliest years.
- Improve attendance and reduce persistent absence.
- Broaden horizons through enrichment, leadership and aspiration opportunities.
- Provide targeted support for disadvantaged pupils with SEND and those joining St. Peter's in-year.

Challenges

Challenge number	Detail of challenge
1	Limited early language, communication, fine motor development and school readiness among disadvantaged pupils due to low preschool participation. Limited early language, communication, fine motor development and school readiness. In 2025-26 only 38% of disadvantaged children entered Reception at age-related expectations in communication and language.
2	A high percentage of disadvantaged children also have special educational needs leading to additional challenges with learning.
3	Low and inconsistent attendance and lack of parental engagement regarding the importance of regular attendance causes learning sequences to be fractured. Families join in year with significant history of persistent absence. Term time holidays are on the rise.
4	As part of an ever-growing community, we receive frequent in year transfers, many of whom come with significant gaps in learning and join us at all points in the year.
5	Limited wider-life opportunities to inspire and support underprivileged pupils available in the home and St. Peter's community, which has particularly disadvantaged this group. Many of our disadvantaged children do not attend preschools and there are no baby/toddler/infant play groups in walking distance of the community.
6	We have noticed an escalating pattern of more significant adolescent mental health challenges especially within KS2. This runs alongside an increase in significant safeguarding concerns and children at the highest level of safeguarding.
7	Parental engagement with regard to attending whole school events and workshops is low. Many of our disadvantaged parents had negative school experiences themselves.

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
Priority 1 Exceptional Teaching and Curriculum Delivery	- Monitoring demonstrates consistent implementation of the St. Peter's Quality First teaching offer. - The proportion of disadvantaged pupils achieving age-related expectations increases annually. - The attainment gap narrows year on year. - Strong staff expertise in meeting the needs of disadvantaged learners through a rigorous universal offer. - Disadvantaged leader will engage whole staff body through training, coaching, sharing good practice and using resources strategically. - Disadvantaged children will be additionally tracked as part of assessment schedule and SEND reviews. - Minutes of Governing Body and committee meetings will demonstrate robust overview of disadvantaged and service premium eligible children. - The school will achieve the stated success criteria in this strategy statement.
Priority 2 Language, Reading and Academic Success	- Assessments and observations indicate significantly improved attainment, engagement, and confidence in core subjects among disadvantaged pupils. 80% of disadvantaged pupils achieve age-related expectations in reading by the end of KS2. 50% of disadvantaged pupils make accelerated progress. - Improved oral language and vocabulary. - Improved reading attainment. 80% of disadvantaged children in Yr. 6 meet the expected standard. Phonics data in Yr. 1 exceeds that of national.
Priority 3 Attendance, Inclusion and Aspiration	- Attendance of disadvantaged pupils at or above 95%. - Disadvantaged attendance gap reduced to less than 2%. - Persistent absence reduced below national disadvantaged average. - Improved parental engagement and attendance at whole school events. 85% of parents attend at least one parental workshop. - Improved emotional wellbeing- 90% of disadvantaged pupils report feeling safe and included in pupil surveys. - All eligible KS2 children are offered (and encouraged to take up) extra-curricular music or sports tuition. - Increased leadership opportunities. Every disadvantaged pupil will access leadership, service or pupil responsibility opportunities during their time at St. Peter's. - Increased percentage able to articulate future ambitions in pupil voice interviews. 100% of parents attend Parent's Evenings.

Evaluation and Monitoring:

The impact of this strategy will be reviewed throughout the year to ensure funding is used effectively and remains responsive to pupil need.

Impact will be evaluated through:

- Half-termly pupil progress and provision review meetings. These meetings are in addition to whole school data meetings and are called SPAM meetings- Shifting Present level of Attainment Meetings.
- Termly analysis of attainment, progress and attendance data.
- Monitoring of disadvantaged pupils' participation in enrichment and wider opportunities. This is monitored by the class teacher and pupil premium lead.
- Learning walks, book scrutiny and pupil voice activities.
- Parent voice and engagement measures.
- SEND and disadvantaged pupil provision reviews.
- Governor monitoring and challenge through termly reports.

Where evidence suggests a strategy is not having the intended impact, provision and spending will be reviewed and adapted accordingly.

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: £56,000

Activity	Evidence that supports this approach	Challenges addressed
Consistently Excellent Teaching 1. Instructional coaching through StepLab and led by Executive phase leaders with a proven record of excellent teaching. 2. St. Peter's Quality First Teaching pillars used as part of a regular CPL schedule. 3. Regular drop ins by SLT to look at implementation of pillars. 4. Termly monitoring and feedback. 5. Continue to curate a CPD bank of high-quality resources relating to teaching pedagogy- a ready reckoner for all staff. 6. Use of Trilby TV to disseminate key messages to staff regarding best practice. 7. Termly CPD given to all staff sharing the relevant priorities for disadvantaged children in the classroom and the progress being made towards these outcomes.	The EEF's updated Guide to the Pupil Premium identifies high-quality teaching as the highest priority for Pupil Premium spending. Ensuring that every class has an effective teacher, and that teachers receive sustained support to improve their practice, is particularly important for socio-economically disadvantaged pupils. Instructional coaching, deliberate practice, feedback and carefully sequenced professional development will be used to secure consistent implementation across the school. Evidence indicates that effective teaching for disadvantaged pupils includes clear explanation, modelling, guided practice, purposeful questioning, checking for understanding and responsive feedback. These approaches help teachers identify misconceptions quickly	1,2, 4

8. CPD sessions for all EYFS staff on assessing and developing pupils' early oral language skills. <u>Funding allocated to:</u> Staff CPD materials. Leadership time used for mentoring ECTs Cover for staff allocated. StepLab platform Phase leader release time	and provide scaffolding while maintaining ambitious curriculum expectations. Effective professional development is most likely to improve pupil outcomes when it is sustained over time, focused on evidence-informed classroom practice and supported through modelling, rehearsal, feedback and follow-up. The school's coaching cycles and Teaching and Learning Communities are therefore designed as an ongoing process rather than a series of isolated training sessions.	
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Oracy is a core driver of disadvantaged achievement: 1. High quality Oracy CPD delivered to staff using Talk21 resources. 2. Discussion guidelines well established within classrooms and forming a key line of enquiry in monitoring cycles. 3. CPD sessions for support staff on developing pupils' oral language skills and vocabulary development. 4. ShREC training within EYFS and KS1. 5. Tiered vocabulary used explicitly in all wider curriculum lessons. 6. A, b, c of discussion evident in majority of lessons when appropriate. 7. Talk Assemblies. 8. Talk21 oracy progression at the forefront in key writing documents and planning cycles. 9. Explicit vocabulary instruction. 10. Presentational talk opportunities. Increased focus on presentational talk both within the classroom and in whole school events. 11. Social talk a priority with opportunities planned explicitly throughout the school to improve it. 12. Social talk a priority within playtimes with support staff trained on how best to engage with children. Targeted children across the school a priority. <u>Funding allocated to:</u> Staff Oracy materials purchased. HLTA cover required MindShift reflection journals	EEF evidence identifies oral-language approaches as high impact and very low cost, with an average impact equivalent to approximately six additional months' progress in primary schools. Effective approaches are purposeful, curriculum-focused and include explicit vocabulary teaching, structured questioning, high-quality classroom dialogue and opportunities for pupils to articulate and refine their thinking.	1, 2, 6
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A rigorous monitoring schedule ensures we swiftly identify the specific needs of each child so staffing, intervention and timetabling can be amended quickly to meet needs: 1. Termly data-driven pupil progress meetings. 2. Shift the language staff use. Use the language of shifting present level of attainment to promote sky high aspirations for all. 3. Regular shifting present level of attainment meetings (SPAM) Intervention impact tracked within these meetings. 4. Regular SPAM learning walks- is provision in place and impactful? 5. IYT children to form a key line of enquiry in these meetings to pinpoint gaps in understanding and implement intervention. 6. Use of Class Dojo in UKS2 in response to identified need in Pupil Voice meetings. 7. Service premium children to be closely monitored. 8. Vulnerable pupil provision maps updated half termly. Disadvantaged with SEND: ▪ Additional tracking. ▪ Joint Disadvantaged/SEND reviews with SENCO always in attendance. ▪ SENCO attends SPAM meetings. ▪ Evidence based diagnostic assessments used expertly. ▪ Prioritisation for intervention. <u>Funding allocated to:</u> Leadership time for Disadvantaged leader. Cover for staff to attend SPAM meetings. Class Dojo	Recent research in England (Kirkup et al 2005) found that the effective use of data can promote better teaching and learning through: • <i>More effective allocation of staff and resources</i> • <i>Monitoring the effectiveness of initiatives and strategies</i> • <i>Evidence-based discussions with the Office for Standards in Education (Ofsted),</i> • <i>Challenging expectations of staff, pupils, parents, among others</i> • <i>Transitions and transfers - particularly transitions between key stages within schools</i> • <i>Identification of pupils' achievements and setting of targets (Kirkup et al, 2005, p.1)</i> The EEF's 2025 Pupil Premium guidance emphasises that schools should diagnose pupils' specific strengths and needs before selecting an intervention. Assessment information should be combined with professional knowledge of pupils and used to identify the particular knowledge, skill or barrier that is limiting progress. Interventions should then be monitored and adapted rather than continued simply because they have been timetabled. The EEF emphasises that pupils with SEND benefit from high-quality teaching that is inclusive, explicit and responsive to individual needs. Effective practice includes explicit instruction, cognitive and metacognitive strategies, scaffolding, flexible grouping and appropriate technology. Additional intervention should supplement—not replace—access to ambitious classroom teaching and the full curriculum.	2, 4
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Early Reading and Literacy • ELS implementation. • ELS refresher training. • Reading CPD. • Reading diagnostics. • Reading specialist support. • Use of DSAT Reading deficit pathway. • Additional ELS training undertaken by all staff in line with new intervention initiatives. • Enhanced training for KS2 staff in ELS phonics.	The DfE Reading Framework states that older pupils who cannot decode accurately require systematic phonics teaching matched to their specific gaps. Catch-up provision should follow the school's chosen systematic synthetic phonics programme, be delivered by trained staff and provide sufficient frequency and practice for pupils to catch up rapidly. Reading materials should match pupils' secure phonics knowledge while remaining appropriate to their age.	
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Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £31,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Delivery of NELI programme for EYFS children and targeted group of Yr. One children: <u>Funding allocated to:</u> Neli resource pack purchased Cover for EYFS TAs 2 hour pw for 20 wks	Independent EEF evaluation found that the Nuffield Early Language Intervention improved children's oral-language skills, with positive effects also identified in early word reading. The programme is most effective when pupils are identified through appropriate assessment, delivery follows the structured programme and trained adults provide frequent, targeted sessions.	1, 2
Regular targeted reading intervention for lowest 20% of readers, meeting the individual needs of the child and giving them the opportunity to read with and to an adult on a regular basis: 1. All disadvantaged children working below the expected standard in reading to undergo a YARC and other diagnostic reading tests within the first two weeks to pinpoint specific area of need. 2. Disadvantaged children daily readers. 3. Academic mentor, who is a reading specialist, employed to work two days a week. 4. Disadvantaged children, where deemed impactful, will be provided with individual key texts and opportunity to read ahead. 5. Twice weekly small group reading sessions within EYFS. 6. CPD delivered every term regarding reading	EEF states that: Small group tuition has an average impact of four months' additional progress over the course of a year Small group tuition is most likely to be effective if it is targeted at pupils' specific needs. Diagnostic assessment can be used to assess the best way to target support.	1, 2

lessons led by Assistant Head teacher as Reading Lead. 7. All children in Yr. 3 to remain on the school reading scheme to ensure tight tracking of this transition year group. <u>Funding allocated to:</u> Funding for two days of Reading specialist Key texts ELS intervention materials and training TA cover required.		
Continue to embed ELS (Essential Letters and Sounds) and Phonics Tracker assessment system across EYFS/KS1 and for those struggling readers in KS2 to ensure that any children who are falling behind are swiftly identified and an intervention put in place: 1. Rigorous external phonics CPD to all staff. This CPD to continue at regular intervals throughout the academic year alongside regular "quick messages" in briefing. 2. Children who did not pass the phonics check are retested and tracked throughout their time at St. Peter's. 3. All BLW Disadvantaged children to undertake an ELS diagnostic test in September. 4. ELS invited in for a yearly audit of our evaluate provision- we have already been assessed for our embed. 5. Two yearly early reading reviews with the Ramsbury Hub. Last conducted Summer 2026. 6. Phonics Tracker used rigorously for all children still receiving phonics. <u>Funding allocated to:</u> Essential Letters and Sounds training and subscription purchased. Yr. 3 reading scheme books purchased. Additional ELS resources in response to cohort Phonics leader release time	From the New Reading Framework 2021: "Children at risk of reading failure Pupils who fail to learn to read early on start to dislike reading. The guidance emphasises that pupils need to keep up with their peers rather than be helped to catch up later."	1, 2

Establish small group Maths, and English interventions for disadvantaged pupils falling behind age-related expectations: 1. SENCO and other senior leaders meet on a fortnightly basis to discuss targeted pupils who are disadvantaged and also SEN. 2. Vulnerable and disadvantaged learners a core focus in all monitoring cycles and tracked on internal systems. 3. SENCO reviews all Pupil Learning Plans a minimum of once a term meeting with teachers to provide guidance and challenge. 4. Class teachers provide targeted pre teaching and over learning to a small group of children during registration. 5. All teachers use foundational knowledge trackers on a half termly basis to ensure groups are fluid, impactful and progressive. 6. Class teachers given dedicated time to curate a schedule of in class interventions. 7. Phonics lead regularly leads whole class CPL with a focus on delivering ELS interventions throughout the school. 8. Use of WellComm system within the first THREE weeks of EYFS to quickly identify speech and language difficulties so that we can quickly implement NELI intervention. 9. Daily transcription and fine motor in EYFS and KS1 with targeted transcription intervention within KS2. 10. Retired teacher to lead intervention specifically targeted at UKS2 from Autumn 1. <u>Funding allocated to:</u> TA time required to cover staff implementing intervention. Tutoring costs Wellcomm programme	EEF toolkits identifies that Evidence indicates that one to one tuition can be effective, delivering approximately five additional months' progress on average. Short, regular sessions (about 30 minutes, three–five times a week) over a set period of time (6–12 weeks) appear to result in optimum impact. Small-group support is more likely to be effective when: a. children with the greatest needs are supported by the most experienced staff; training, support and resources are provided for staff using targeted activities. Considering how classroom teachers and teaching assistants can provide targeted academic support, including how to link structured one-to- one or small group intervention to classroom teaching, is likely to be a key component of an effective Pupil Premium strategy.”	1,2 and 4
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £25,500

Activity	Evidence that supports this approach	Challenge number(s) addressed
Encourage reading for pleasure by: 1. Increasing the number and quality of decodable books for older children. 2. Extensive staff CPL around weekly book clubs to drive a love of reading. 3. Careful monitoring of class libraries with resources put aside to ensure libraries are intentional and regularly refreshed. 4. St. Peter's Community library- free books accessible to the community which cater from preschool picture books to adult novels 5. Books in a bag- free school-built libraries sent home with students on a termly basis. 6. Reading shed available to the estate so that adults and children alike can access free reading materials. 7. Reading challenge books purchased and promoted weekly by Reading lead. 8. Reading lead continuing to implement a high-quality reading curriculum through regular monitoring/team teaching and coaching. 9. Trained Yr. 6 Phonics buddies introduced in the Spring Term. 10. Reading vending machine - children receive a book each term if they demonstrate the behaviours and attitudes of a reader. <u>Funding allocated to:</u> - Reading/Creative area regularly resourced. - Class and school library books regularly purchased. - Disadvantaged book box materials purchased. - Book vending machine regularly stocked. - Home library logo bags	EEF: On average, disadvantaged children are less likely to own a book of their own and read at home with family members, and for these reasons may not acquire the necessary skills for reading and understanding challenging texts. Developing positive reading habits can contribute to pupils' language, vocabulary, reading fluency, knowledge and engagement. Effective provision combines access to attractive and appropriately challenging texts with knowledgeable adult recommendations, regular opportunities to discuss books and careful support for pupils who are not already confident readers.	1, 2, 5

Develop an enhanced transition for high-attaining disadvantaged pupils/those with the potential to be high attaining, by identifying eligible pupils at the end of Year 4 and providing a structured program of aspiration, transition and enrichment opportunities throughout Years 5 and 6, enabling them to access ambitious secondary pathways with confidence. 1. Identify high-attaining Pupil Premium pupils at the end of Year 4 using attainment, teacher assessment and wider indicators of potential. 2. Assign a named member of staff to oversee the programme- Head of school. 3. Develop partnerships with local secondary schools, including grammar schools and high-performing comprehensives. 4. Arrange regular visits throughout Years 5 and 6, including lessons, enrichment activities and aspiration events. 5. Provide opportunities to meet former pupils and role models. 6. Engage parents through information sessions and individual guidance on secondary applications. 7. Monitor participation to ensure all identified pupils access the programme. 8. Provide weekly tutoring for a small group of Yr. 4 pupils to increase readiness for entrance exams.		5
To ensure every disadvantaged pupil benefits from a rich program of enrichment, leadership and aspiration opportunities that broaden horizons, develop cultural capital and prepare them for success in the next stage of education and beyond. 1. Subsidised instrumental lessons. 2. Subsidised after school clubs. 3. Subsidised trips and visits. 4. Rocksteady band. 5. Once yearly trips for yr, 2,4 and 6 to schools, colleges and Southampton university. 6. Autumn term talent show. 7. Pupil parliament- disadvantaged pupils intentionally over represented as a group. 8. HLTA home learning club x 2 weekly. 9. Dedicated Disadvantaged Forest School sessions. 10. Visit to Shakespeare's Globe/London Museums KS2. 11. Oral composition planning lesson to be timetabled into the writing sequence including immersion in the historical, social context of the key text. 12. Metacognition journals used across the school 13. SEL to form the bedrock for adapted PSHE curriculum.	EEF: Only 2% of children eligible for FSM, compared to 11% of those not eligible for FSM, have participated in a private lesson for extracurricular activities, such as a piano lesson [during the period of the pandemic] EEF: Effective social and emotional learning (SEL) can increase positive pupil behaviour, mental health and well-being, and academic performance. Public Health England published a report for head teachers and school staff outlining the link between pupil health and wellbeing and attainment.	1, 3, 5, <u>6</u>

14. The ELSA will spend 50% of her timetable supporting disadvantaged pupils with their SEL. 15. Termly target setting meetings between class teacher and children- Maths, English and B4L 16. Reflection a cornerstone in all subjects. 17. Class targets on display in all classrooms. <u>Funding allocated to:</u> Subsidised music lessons Subsidised uniform Subsidised Sports clubs with membership priority given to disadvantaged children. Subsidised trips. TA home learning club- TA additional hours. MindShift resources regularly updated e.g., chess, yoga. HLTA cover required to cover target setting/pupil parliament meetings	EEF: As well as explicit instruction and modelling, classroom dialogue can be used to develop metacognitive skills. Pupil-to-pupil and pupil teacher talk can help to build knowledge and understanding of cognitive and metacognitive strategies.	
Ensuring a smooth transition for the high number of children who join St. Peter's in year: 1. Baseline assessments on entry. 2. Progress of in-year admissions tracked compared to peers. 3. Attendance improvements following admission. 4. Case studies demonstrating successful integration. <u>Funding allocated to:</u> Baseline assessment resources Release time for assessment lead/HLTA	EEF: Successful transitions, as identified from case studies in the research, are those with close cross-phase links.	4
To increase parental engagement among disadvantaged families through the development of strong home-school relationships, resulting in higher attendance at school events, workshops and opportunities to support learning. 1. Minimum of once termly free community events at school e.g. Easter craft, Christingle making, Toy swaps. 2. Dedicated family liaison time focusing on attendance/ supporting children to improve attendance. Use of attendance tracker regularly updated by FLO, HoS and EHT. 3. Termly free uniform drives. 4. Head of School contactable by all parents on Class Dojo. 5. Use of Class Dojo to engage parents with the chat function becoming a main source of communication. Knowledge organizers, home learning and regular	EEF evidence shows that parental-engagement approaches can have a positive impact when communication is personalised, linked directly to pupils' learning and provides parents with practical strategies they can use at home. Schools should consult families, remove practical barriers to participation and monitor whether their work is reaching the families whose	7

reminders also use the one portal. - Fortnightly nudge on Dojo giving parents quick wins, tips and strategies. - Increased programme of parental workshops at times convenient for our families. These times will be identified utilizing parent forms and surveys.	children face the greatest barriers.	
Implementing strategies to ensure regular attendance: - Working closely with EWO. - Breakfast provided for Disadvantaged children within class. - Dedicated family liaison time focusing on attendance/ supporting children to improve attendance. Use of attendance tracker regularly updated by FLO, HoS and EHT. - Allocate a set afternoon each week for our SENCO to liaise with struggling families on a weekly basis. - Play therapy and private counselling to engage children who are reluctant attenders due to anxiety or prior life ACEs. Play therapist also meets with parents. - Half-termly attendance reviews for all disadvantaged pupils below 95%. - Attendance case studies. - Governor monitoring of disadvantaged attendance trends. - Specific targets for persistent absence. <u>Funding allocated to:</u> Family liaison employed. Play therapist employed 1.5 days each week.	The DfE's statutory attendance guidance requires schools to take a support-first approach, using attendance information to identify concerns early, understand the individual barriers affecting each family and work with families and partner agencies to remove them. Attendance support should be regularly reviewed, intensified where necessary and evaluated through measurable improvements in attendance and reductions in persistent absence. Targeted pastoral and therapeutic support may help remove social and emotional barriers that prevent pupils from attending, engaging or learning successfully. Provision should be based on assessed need, delivered by suitably trained professionals and have clear entry, review and exit criteria. Its impact should be evaluated through changes in the pupil's functioning in school rather than participation or pupil satisfaction alone.	3, 6

To build a strong and supportive E-Bluey community to support our service children by: 1. Dedicated E-Bluey Forest school sessions. 2. E-Bluey allotment 3. Weekly meetings and yearly trip to foster a sense of kinship and togetherness. 4. Additional E-Bluey Forest School sessions each long term. 5. E-Bluey deployment pack to be launched Autumn 2026. <u>Funding allocated to:</u> Forest school time and equipment Service premium trip Creation and dissemination of parent deployment package E- Bluey iPad		3 and 5
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Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

<u>Internal data:</u> 77% of children achieved EXS or better standard in Reading. 73% of children achieved EXS or better standard in Writing. 79% of children achieved EXS or better standard in Maths. In Reading and Maths, disadvantaged children made greater levels of accelerated progress comparative to their peers. Progress in Reading Writing and Reading was +1 and Maths remained expected level of progress. More than 40% of disadvantaged pupils made accelerated progress in two subjects. 78% of disadvantaged children met the expected standard in two subjects. A higher percentage of disadvantaged children meeting the greater depth standard to be an ongoing focus. <u>Statutory data:</u> EYFS: 88% of children achieved a good level of development Yr. 1 Phonics screening 100% of children passed the Phonics screening. Yr. 4 Multiplication check 73% of children achieved a score of 21 or above. Yr. 6 SATs: 56% of children achieved EXS or better standard in Reading, Writing and Maths combines. 66% of children achieved EXS or better standard in Reading. This is above projected national figures. 67% of children achieved EXS or better standard in Writing. This is above projected national figures. 67% of children achieved EXS or better standard in Maths. This is above projected national figures. Of the above 9 children, two were in year transfers into upper key stage 2 with one joining in Yr. 6. With these children removed, the data is: 72% of children achieved EXS or better standard in Reading. 72% of children achieved EXS or better standard in Writing. 71% of children achieved EXS or better standard in Maths. Wider opportunities and enhancements: • 100% of Pupil Premium children took on a role of additional responsibility and/or were provided with a subsidised after school club place. • Aside from a child who elected not to attend, 100% of children attended the Yr. 6 residential.

Externally provided programmes

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

Programme	Provider
N/A	

Monitoring and Governance

Activity	Frequency	Lead
Pupil progress review meetings	Half-termly	HoS, AHT, EHT, CTs
Attendance reviews	Half-termly	HoS, FLO
Provision map review	Half-termly	SENDSCO, HoS, EHT
Learning walks and book scrutiny	Half-termly	SENDSCO, HoS, EHT, AHT
Pupil voice activities	Termly	SENDSCO, HoS, EHT, AHT
Governor monitoring meeting	Termly	Governor Disadvantaged Lead
Full strategy review	Termly	EHT, HoS, & Governors

Evidence used to evaluate impact will include:

- Attainment and progress data
- Attendance and persistent absence figures
- Behaviour and safeguarding information
- Participation in enrichment activities
- Pupil and parent voice
- Case studies of individual pupils

Further information

Additional activity:

Our pupil premium strategy will be supplemented by additional activity that is not being funded by pupil premium or recovery premium. This will include:

- Enhancing our practice around curriculum design ensuring all subjects demonstrate cohesive and coherent steps in knowledge and skills.
- Utilising Trust- wide CPD and working collaboratively with trust hubs.
- Continuing to utilise support from our local Mental Health Support Team.
- Offering a wide range of high-quality extracurricular days and events to boost wellbeing, behaviour, attendance, and aspiration. Activities such as the Public Speaking competition, diversity day and workshops at the local grammar school.

