

Pupil Premium Strategy Statement

This statement details our school's use of pupil premium funding for the 2025 to 2028 academic years 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
Number of pupils in school	191
Proportion (%) of pupil premium eligible pupils	47.6% NA 24.7%
Academic year/years that our current pupil premium strategy plan covers	2025-2028
Date this statement was published	September 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Alice Ducros, Headteacher
Pupil premium lead	Hattie Friedman Deputy Head
Governor / Trustee lead	Liz Thorpe-Tracey

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	2025-26 £131,905
Recovery premium funding allocation this academic year	£0
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£131,905

Statement of intent

When making decisions about using Pupil Premium funding it is important to consider the context of the school and the subsequent challenges faced. This alongside research conducted by the EEF. Common barriers to learning for disadvantaged children can be: less support at home, fewer opportunities, weak language and communication skills, lack of confidence, more frequent behaviour difficulties and attendance and punctuality issues. There may also be complex family situations that prevent children from flourishing. The challenges are varied and there is no “one size fits all”.

We will ensure that all teaching staff are involved in the analysis of data and identification of pupils, so that they are fully aware of strengths and weaknesses across the school.

Principles

- We ensure that teaching and learning opportunities meet the needs of all the pupils
- We ensure that appropriate provision is made for pupils who belong to vulnerable groups, this includes ensuring that the needs of socially disadvantaged pupils are adequately assessed and addressed
- We recognise that not all pupils who are socially disadvantaged are registered or qualify for free school meals. We reserve the right to allocate the Pupil Premium funding to support any pupil or groups of pupils the school has legitimately identified as being socially disadvantaged.
- Pupil premium funding will be allocated following a needs analysis which will identify priority classes, groups or individuals. Limited funding and resources means that not all children receiving free school meals will be in receipt of pupil premium interventions at one time.

High-quality teaching is at the heart of our approach, with a focus on areas in which disadvantaged pupils require the most support. This is proven to have the greatest impact on closing the disadvantage attainment gap and at the same time will benefit the non-disadvantaged pupils in our school. Implicit in the intended outcomes detailed below, is the intention that non-disadvantaged pupils’ attainment will be sustained and improved alongside progress for their disadvantaged peers.

We have identified the barriers and challenges faced by our pupils, including those challenges that may have arisen due to the COVID-19 pandemic and these are listed below.

In order to break down these barriers we have devised a three-year plan based on robust assessment, responsive whole class teaching and additional interventions.

To ensure our strategy is effective we will:

- act early to intervene at the point need is identified
- adopt a whole school approach in which all staff take responsibility for disadvantaged pupils’ outcomes and raise expectations of what they can achieve

ensure disadvantaged pupils are challenged in the work that they’re set

Ultimate Objective

To eliminate the attainment gap between disadvantaged pupils and their peers by ensuring that all Pupil Premium children receive high-quality teaching, targeted academic support and access to a rich, inclusive school experience enabling them to thrive academically, socially and emotionally and to achieve their full potential in readiness for the next stage of education.

These are our three main objectives:

- EYFS: To increase the proportion of Pupil Premium children achieving a Good Level of Development (GLD) by providing high-quality early intervention, targeted language and communication support, and a language-rich learning environment ensuring all disadvantaged pupils are well-prepared for the next stage of their education.
- Writing: To raise attainment in English for Pupil Premium pupils by implementing a new evidence-informed writing curriculum that prioritises structured teaching of vocabulary, sentence construction and composition ensuring targeted support and high-quality teaching.
- Maths: To improve maths fluency across the school to improve accuracy, confidence and automaticity in number

Challenges

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

Challenge number	Detail of challenge																
1	EYFS Children entering Reception at St Peter's come from a wide range of pre-school settings. Assessment shows many of our disadvantaged children are generally below the expected level of achievement and attainment for their age at the end of EYFS, particularly in the areas of Personal, Social & Emotional Development (PSED), Communication and Language (CL), Literacy (L), Mathematics (M). 2025 data showed that out of a cohort of 30 children of whom 37% were disadvantaged, 64% (7) disadvantaged pupils achieved the GLD. The 4 pupils that did not get the GLD are all on the SEN register. We have noticed significant gaps in early learning and school readiness. Research also shows that pupils enter school with lower levels of spoken language and vocabulary, impacting reading, writing and overall academic progress. <table border="1"> <tr> <th>2024/25</th><th>GLD %</th></tr> <tr> <td>All</td><td>67%</td></tr> <tr> <td>Disadvantaged</td><td>64%</td></tr> <tr> <td>Non- Disadvantaged</td><td>68%</td></tr> </table> <table border="1"> <tr> <th>2023/24</th><th>GLD %</th></tr> <tr> <td>All</td><td>40%</td></tr> <tr> <td>Disadvantaged</td><td>43%</td></tr> <tr> <td>Non- Disadvantaged</td><td>39%</td></tr> </table>	2024/25	GLD %	All	67%	Disadvantaged	64%	Non- Disadvantaged	68%	2023/24	GLD %	All	40%	Disadvantaged	43%	Non- Disadvantaged	39%
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2	English Research, Assessments and observations suggest disadvantaged pupils generally have greater difficulties with reading than their peers. Reading 35% of disadvantaged were working below in reading in 24.25 compared with 23% of non - disadvantaged. There were 79 pupils who were disadvantaged in the school. The previous year there was a larger gap- 41% PP working below compared to 22% non disadvantaged working at. Although this shows a narrower gap we want to ensure this remains a priority. Standards in year 6 in 24.25 showed no disadvantaged gap in reading which was an improvement on the previous year. Writing In 2025 in writing, 41% of PP children were working below compared to 33% non. Our disadvantaged pupils face a range of barriers that affect their achievement in reading and writing. Many enter school with limited vocabulary and weaker oral language skills, making it harder to develop secure phonics knowledge and strong comprehension. Reduced access to books and language-rich experiences at home means they often have less familiarity with story structures and print awareness. Some struggle with consistent phoneme-grapheme correspondence, while others have underdeveloped fine-motor skills that affect handwriting stamina and the ability to write at length. Lower confidence or anxiety about making mistakes can reduce their participation in guided reading and extended writing tasks and a small number experience irregular attendance																

	which disrupts continuity of teaching. In addition, a narrower range of life experiences can limit the background knowledge and ideas needed for reading comprehension and creative writing.								
3	Greater Depth At our school, disadvantaged pupils are less likely than their non-disadvantaged peers to achieve above the expected standard (greater depth) in reading, writing and mathematics. While many meet age-related expectations, gaps remain in higher-order skills such as inference, reasoning and applying knowledge creatively. Contributing factors include more limited exposure to rich vocabulary and wider cultural experiences, lower confidence in tackling challenging tasks and fewer opportunities to access extension and enrichment activities that promote greater depth. There were no disadvantaged pupils that achieved above the expected standard in Year 6. Reading Legend Well belowWorking BelowWorking AtWorking AboveNo data Disadvantaged 79 pupils - Average: Working At 35%53%11% Not Disadvantaged 82 pupils - Average: Working At 23%50%27% Writing Legend Well belowWorking BelowWorking AtWorking AboveNo data Disadvantaged 79 pupils - Average: Working At 41%53%6% Not Disadvantaged 82 pupils - Average: Working At 33%52%15% Maths Legend Well belowWorking BelowWorking AtWorking AboveNo data Disadvantaged 79 pupils - Average: Working At 33%56%11% Not Disadvantaged 82 pupils - Average: Working At 23%52%24%								
4	Maths In maths our data shows that in 24.25 33% of disadvantaged pupils were working below the expected standard compared to 23 non-disadvantaged were working below. In Year 6 in 24.25, 27% of disadvantaged pupils did not achieve the expected standard whereas 14% of non-disadvantaged did not achieve. Over the past 3 years, we have seen the gap narrow but we want to see this gap narrow further. Maths Legend Well belowWorking BelowWorking AtWorking AboveNo data Disadvantaged 15 pupils - Average: Working At 27%73% Not Disadvantaged 14 pupils - Average: Working At 14%43%43% There is a strong correlation in our data between disadvantaged children who also have SEN. Many of our disadvantaged pupils enter school with gaps in early number sense and mathematical vocabulary, making it harder to build fluency and reasoning as the curriculum becomes more complex. Limited opportunities for practical maths experiences at home such as cooking, handling money or playing number-based games reduce their confidence in applying maths to real-life contexts. Some pupils show lower confidence and resilience when faced with multi-step problems which can lead to disengagement or a tendency to avoid challenge. Inconsistent attendance or limited access to timely interventions can mean that key concepts are missed or not securely embedded, affecting progress over time.								
5	Attendance Our attendance data over the last year indicates that attendance among disadvantaged pupils has been 2.8% lower than for non-disadvantaged pupils. <table><tr><td>Attendance</td><td>All Pupils</td><td>Disadvantaged</td><td>Non-Disadvantaged</td></tr><tr><td>24/25</td><td>94.3%</td><td>92.9%</td><td>95.7%</td></tr></table>	Attendance	All Pupils	Disadvantaged	Non-Disadvantaged	24/25	94.3%	92.9%	95.7%
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	Attendance percentage Disadvantaged 92.9% Not Disadvantaged 95.7% National 94.8% Local Authority 93.8% Disadvantaged pupils are more likely to have higher rates of persistent absenteeism. Our assessments and observations indicate that absenteeism is negatively impacting disadvantaged pupils' progress. Attendance Ranges Legend - Severely absent (50% or more sessions missed) - Persistently absent (10% or more sessions missed) - At risk of persistent absence (5-10% sessions missed) - Good attendance (95-99%) - Excellent attendance (99%+) Disadvantaged 79 pupils <table border="1"> <thead> <tr> <th>Attendance Range</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Severely absent (50% or more sessions missed)</td> <td>6.3%</td> </tr> <tr> <td>Persistently absent (10% or more sessions missed)</td> <td>21.5%</td> </tr> <tr> <td>At risk of persistent absence (5-10% sessions missed)</td> <td>20.3%</td> </tr> <tr> <td>Good attendance (95-99%)</td> <td>51.9%</td> </tr> <tr> <td>Excellent attendance (99%+)</td> <td>0.0%</td> </tr> </tbody> </table> Not Disadvantaged 83 pupils <table border="1"> <thead> <tr> <th>Attendance Range</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Severely absent (50% or more sessions missed)</td> <td>0.0%</td> </tr> <tr> <td>Persistently absent (10% or more sessions missed)</td> <td>7.2%</td> </tr> <tr> <td>At risk of persistent absence (5-10% sessions missed)</td> <td>24.1%</td> </tr> <tr> <td>Good attendance (95-99%)</td> <td>54.2%</td> </tr> <tr> <td>Excellent attendance (99%+)</td> <td>14.5%</td> </tr> </tbody> </table>	Attendance Range	Percentage	Severely absent (50% or more sessions missed)	6.3%	Persistently absent (10% or more sessions missed)	21.5%	At risk of persistent absence (5-10% sessions missed)	20.3%	Good attendance (95-99%)	51.9%	Excellent attendance (99%+)	0.0%	Attendance Range	Percentage	Severely absent (50% or more sessions missed)	0.0%	Persistently absent (10% or more sessions missed)	7.2%	At risk of persistent absence (5-10% sessions missed)	24.1%	Good attendance (95-99%)	54.2%	Excellent attendance (99%+)	14.5%
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6	Social, Emotional and Mental Health (SEMH) Needs A number of pupils require additional support to manage emotions, build resilience and develop positive relationships which can affect behaviour and readiness to learn. A significant number of our disadvantaged pupils require targeted support to manage their emotions, build self-regulation skills and develop positive relationships with peers and adults. Many have experienced adverse childhood experiences (ACEs), trauma or ongoing challenges at home which can affect their emotional wellbeing and readiness to engage in learning. These needs often present through low self-esteem, difficulties with behaviour, anxiety or withdrawn behaviour in class. Without early and sustained intervention, these barriers can have a long-term impact on both academic progress and wider personal development. Ensuring a nurturing environment and access to high-quality pastoral support is essential to helping these pupils thrive. Social and Emotional learning/Well-being - Our assessments (including a wellbeing survey), observations and discussions with pupils and families have identified social and emotional issues for many pupils, notably due to loss, low self-esteem and low mood. These challenges particularly affect disadvantaged pupils, including their attainment. Referrals for therapeutic support have increased for our disadvantaged children and 70% of referrals for additional 1:1 therapeutic support are for disadvantaged children. 60% of our referrals to speech and language are for disadvantaged children, 50% of EP referrals have been for disadvantaged children, 100% of our referrals to Early Help have been for disadvantaged children.																								
7	Enrichment Our observations and discussions with pupils and families have identified that families have had fewer opportunities outside school for enrichment and wider personal development and that some families have less money to spend on food. These findings are supported by national studies. Limited Access to Enrichment Opportunities affects cultural capital and engagement in learning.																								
8	Parental Engagement and Support at Home Some families may find it difficult to support learning at home due to time constraints, confidence, or lack of resources, particularly in reading and homework.																								
9	Increased Vulnerability to Online Risks Disadvantaged pupils can be more vulnerable to online risks due to limited supervision at home, inconsistent access to safe digital spaces or a lack of awareness around digital safety. This includes exposure to inappropriate content, online exploitation, cyberbullying and unsafe online behaviours such as oversharing or engaging with strangers. These risks can have a serious impact on pupils' emotional wellbeing, mental health, and ability to focus on learning. In some cases, digital																								

	vulnerability can also lead to disciplinary issues or safeguarding concerns. Providing consistent digital safety education, alongside strong pastoral and parental engagement, is essential to protecting these pupils and helping them develop safe and responsible online habits.
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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
Improved GLD attainment among disadvantaged pupils.	EYFS GLD will show that disadvantaged children are achieving at least in line with their disadvantaged peers nationally and there is no gap within the school.
Improved reading and writing attainment among disadvantaged pupils at the end of KS2.	All of our disadvantaged children attain a scaled score of 100 or more in Reading and meet ARE (Age Related Expectations) for Writing, unless there is an identified long-term educational barrier.
Improved reading attainment (internal data) at the end of KS1 and improved phonics screening check attainment in Year 1	KS1 reading outcomes for disadvantaged pupils will be in line with NA and a complete systematic synthetic phonics programme (SSP) prepares all our children, especially disadvantaged children, to go beyond the expectations of the Phonics Screening Check.
Improved maths attainment for disadvantaged pupils at the end of KS2.	All of our disadvantaged children attain a scaled score of 100 or more in Maths KS2 SATS and meet ARE (Age Related Expectations) unless there is an identified long-term educational barrier.
Increase the number of disadvantaged children achieving Greater depth standard in R, W M	Data will show an increase in the % of disadvantaged children achieving Greater depth
Social and Emotional Learning - Achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.	Sustained high levels of wellbeing from 2025/26 will be demonstrated by: • qualitative data from student voice, student and parent surveys and teacher observations • timely referrals to outside agencies and SLA bought in services.
Achieve and sustain improved attendance for all pupils, particularly our disadvantaged pupils.	Attendance of disadvantaged pupils is at least 96% and punctuality is judiciously monitored by the Attendance Lead. Strong support provided by school for pupils/parents whose attendance is below 90%, including intervention and referrals to external professionals eg. school nurses. All family engagement is formally recorded and tracked

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: £30,452

Activity	Evidence that supports this approach	Challenge number(s) addressed
Ensure consistent, high-quality early reading instruction for all pupils, with a focus on disadvantaged children. £750 membership Catch up reading books £3000 Rapid catch up word cards and upkeep of visual resources £500 £ 2000 CPD Total £6250	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF Phonics EEF	1, 2
Purchase of Educational psychologist time £6000	Educational psychologists support our teachers to improve specific children's experiences of learning through diagnostic assessment, observation and recommendations. 29% of our disadvantaged children also have SEND. The EEF's guidance "Selecting Interventions for pupils with SEND" (2025) offers principles and tools for schools to develop intervention offers. EPs can play key roles in helping schools implement such guidance (e.g. diagnosing need, advising on interventions, ensuring one-to-one/small group support is used appropriately).	2, 4, 5, 7
Purchase of a new English scheme- Pathways to Write and Spell £2992 Nelson Handwriting scheme and books £2000 Total £4992	Evidence tells us that Writing is the curriculum area that our disadvantaged children are most likely to struggle with, due to their historic language poverty. Research shows that structured programmes like Pathways to Write and Spell are well-suited to boosting literacy—especially for disadvantaged pupils who may start school with smaller vocabularies and weaker phonics knowledge. Evidence from the Education Endowment Foundation's Pathways Literacy pilot highlights how explicit modelling, scaffolded writing tasks, and small-group intervention can accelerate progress. Broader studies on spelling and early literacy (e.g., Caravolas et al., 2013; Graham & Santangelo, 2014) consistently find that systematic phonics instruction, frequent guided practice, and immediate feedback significantly improve both spelling and writing outcomes. Because these approaches integrate reading, writing, and spelling, they address the foundational gaps that often hinder disadvantaged learners, making an online or classroom-based Pathways programme a strong, evidence-informed choice for raising attainment.	1,2,3
Purchasing of standardised entry and twice-annual Reading &	Standardised tests can provide reliable insights into the specific strengths and weaknesses of each child to ensure they receive	2,3,4

Maths tests for Years 1-6 and robust tracking of small steps of progress £2000	targeted additional support through interventions or adaptations.	
Recruitment and retention of excellent practitioners and training and release time for teachers and subject coordinators, including mentoring and coaching from SLT and year group leads, to ensure that curriculum design is knowledge-based, that assessment is purposeful, that subject knowledge is optimal and that teachers are using best practice pedagogy and are deeply reflective regarding their practice. Our Staff CPD log reflects the amount of professional development staff have undertaken across the school £5000	The EEF Guide to Using Pupil Premium states that schools should focus on building teacher knowledge and pedagogical expertise, curriculum development, and the purposeful use of assessment. EEF: Pupil Premium Menu	1,2,3,4
Increased SEND training for all staff £3000	There is overwhelming evidence that approaches which benefit SEND children benefit all children. By providing expert training we improve outcomes for our disadvantaged children, the majority of whom are on our SEND register. EEF blog: 'Five-a-day' to improve SEND outcomes By engaging with external professionals, we ensure impact-driven approaches to ensuring that our disadvantaged children have all barriers to learning systematically identified and removed.	1,2,3,4, 6
Subscription to Insight, now including end-point tracking for all Foundation subjects and Oracy, meaning that children's progress in all areas is being recorded more visibly, thus facilitating data-driven decision-making £760	Leaders cannot take corrective action in addressing gaps in the knowledge/skills of disadvantaged learners if they do not know they exist. Our internal data is now rich in insights regarding all children's attainment and progress across the curriculum, thus enabling responsive teaching.	1,2,3,4, 5, 8
Purchase of Additional speech and language time to screen (NELI) children in reception and set up bespoke programmes £450 for the programme £2000 for release time for staff to undertake training Total £2450	https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions Higher than average numbers of children access SALT in Reception. Support for teachers to have Communication, friendly classrooms develop language of those pupils with difficulties, support observation and diagnosis in the EYFS. On average, oral language approaches have high impact on pupil outcomes of 6 months' + progress. Training can support adults to ensure they model and develop pupils' language skills and vocabulary development.	1, 2,

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

Budgeted cost: £71,752

Activity	Evidence that supports this approach	Challenge number(s) addressed
Increasing mathematical fluency for disadvantaged (Pupil Premium) pupils by running a free after school club for targeted disadvantaged children £2200	Assessment data shows that some PP pupils have lower number sense and recall of key facts (number bonds, times tables). Providing a dedicated, free after-school maths fluency club gives additional targeted teaching and practice in a supportive, engaging environment. Small group tuition is defined as one teacher, trained teaching assistant or tutor working with two to five pupils together in a group. 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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition Extending school time EEF	4,6,8
HLTA across KS2 to support groups of PP children (KS2 Pupil Premium Champion) £17,978	Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Disadvantaged pupils often require additional scaffolding and immediate feedback to access core curriculum content. Teaching Assistant Interventions EEF	2,3,4
Intervention Teaching assistant (KS 1 Pupil Premium Champion) £11,720	Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver. Disadvantaged pupils often require additional scaffolding and immediate feedback to access core curriculum content. Taking groups out can provide targeted support without removing pupils from learning, helping to ensure that they make accelerated progress alongside their peers. Teaching Assistant Interventions EEF	2,3,4
HLTA recruited (Pupil Premium Champion) to support vulnerable and disadvantaged £21,662	Research which focuses on teaching assistants who provide one to one or small group targeted interventions shows a stronger positive benefit of between four and six additional months on average. Often interventions are based on a clearly specified approach which teaching assistants have been trained to deliver. Disadvantaged pupils often require additional scaffolding and immediate feedback to access core curriculum content. Taking groups out can provide targeted support without removing pupils from learning, helping to ensure that they make accelerated progress alongside their peers. Teaching Assistant Interventions EEF	2,3,4
Intervention team to deliver Rapid Catch up reading support to children in KS2 £7700	Phonics approaches have a strong evidence base that indicates a positive impact on the accuracy of word reading (though not necessarily comprehension), particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF Teaching Assistant Interventions EEF	2

Purchase of Pathways to Progress- an intervention programme to close the gap in writing £1650	A writing intervention linked to whole-class learning offers significant benefits for disadvantaged children by reinforcing and consolidating their writing skills within a consistent framework. The Pathways to Progress programme exemplifies this approach, providing targeted small-group support that aligns with the whole-class Pathways to Write curriculum. This alignment ensures that pupils receive additional practice on previously taught skills, enhancing retention and application in broader contexts. Research shows that structured approaches like Teach-Practise-Apply improve learning outcomes by guiding pupils from explicit instruction to independent application. The “Teach” phase ensures pupils understand new concepts through modelling and scaffolding, which is particularly important for disadvantaged children who may have gaps in prior knowledge. During “Practise,” repeated, guided opportunities consolidate learning and allow immediate feedback, which strengthens skill retention. Finally, the “Apply” phase helps pupils transfer skills to meaningful, independent tasks, fostering confidence and mastery. Evidence from the Education Endowment Foundation (EEF) Toolkit indicates that structured, scaffolded interventions of this type can lead to measurable progress, helping to narrow attainment gaps for disadvantaged pupils in literacy and numeracy.	2
An online vocabulary and reading curriculum (Bedrock) designed for students of all abilities to close the word gap. Y3-6 £1882	Disadvantaged children are often less likely to have consistent role models for rich language use at home. This can limit their exposure to a wide vocabulary and reduce opportunities to practice oral language skills, which in turn can affect reading comprehension and overall academic attainment. Oral Language Interventions: EEF Toolkit finds an average impact of +6 months’ progress for approaches that explicitly develop spoken vocabulary and language comprehension—especially beneficial for disadvantaged pupils. Digital Technology: EEF notes that well-designed online tools can amplify these gains when used to supplement high-quality teaching and provide extra practice at home. (Source: EEF Teaching & Learning Toolkit – Oral Language) https://bedrocklearning.org/what-is-bedrock-learning/research-and-results/	2,3,8
1:1 X 1 Beanstalk Volunteer reader £750	On average, one to one tuition is very effective at improving pupil outcomes. One to one tuition might be an effective strategy for providing targeted support for pupils that are identified as having low prior attainment or are struggling in particular areas. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/one-to-one-tuition	2, 8
Oral Language Interventions Box Clever, Word Aware, Attention Autism, Lego Therapy,	Oral language interventions (also known as oracy or speaking and listening interventions) refer to approaches that emphasise the importance of spoken language and verbal interaction in the classroom. Impact in early years (+7 months) and primary schools (+6 months) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions	1, 2

vocabulary training, communication friendly classroom SALT SLA NHS £4101		
Enhancement of our maths teaching and curriculum planning in line with DfE and EEF guidance. We will fund teacher release time to embed key elements of guidance in school and to access Maths Hub resources and CPD (including Teaching for Mastery training). £2,100	The DfE non-statutory guidance has been produced in conjunction with the National Centre for Excellence in the Teaching of Mathematics, drawing on evidence-based approaches: Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk) The EEF guidance is based on a range of the best available evidence: Improving Mathematics in Key Stages 2 and 3	3,4

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

Budgeted cost: £29,701

Activity	Evidence that supports this approach	Challenge number(s) addressed
Reach Out Mentoring for Year 5 £2500	Mentoring in the EEF Teaching & Learning Toolkit shows an average impact of +2 months' progress for disadvantaged pupils, particularly when mentoring is structured and focused on academic as well as social-emotional support. Programmes with clear training for mentors and regular, sustained contact are most effective.	6,8
Strengthen the whole-school community's understanding of digital safety, with a focus on supporting disadvantaged families who may have less access to up-to-date guidance. £101 for Kapow Computing scheme £1000 on Digital safety workshops for parents and children Total £1101	Workshops for parents/carers and children around digital safety are an evidence-based strategy for safeguarding pupils, particularly those from disadvantaged backgrounds. Research (including ISD Global, NSPCC) shows that when parents receive training, they are significantly more likely to engage in conversations with their children about online risks, feel better equipped to monitor and support their digital life and take concrete actions to improve safety. Combined with parental engagement research from the EEF that demonstrates improved academic and wellbeing outcomes with informed parent involvement (on average +4 months' progress), this suggests that investing in high quality, external online safety workshops	6,8,9

	can help reduce risk, raise awareness and foster safer online behaviour across the school community.	
Social and Emotional support Purchase of ConnectED therapist time and Meaningful Minds ConnectEd £ 7,500 Meaningful Minds £3,600 Total 11,100	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. 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. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning	6
Ongoing whole staff training on behaviour management and anti-bullying approaches and diversity with the aim of developing our school ethos and improving behaviour across school. £2000	Both targeted interventions and universal approaches can have positive overall effects: Behaviour interventions EEF (educationendowmentfoundation.org.uk)	1,2,3,4,6
Whole staff training on High quality interactions (ShREC approach) for staff £2000	The ShREC approach EEF High-quality interactions are a guiding principle for work in the early years. These interactions are essential in: • Encouraging children to take part in back-and-forth conversations (ShREC) • Teaching children new vocabulary and using language that isn't everyday talk, but goes 'beyond the here and now' • Extending children's thinking (SST) • Scaffolding children's thinking and developing their independent learning (STAIRS) •	1,2
Purchase White Rose Maths fluency homework books (White Rose) so that is closely matches pupils' learning £1000	Homework has a positive impact on average (+ 5 months), particularly with pupils in secondary schools. Homework that is linked to classroom work tends to be more effective. In particular, studies that included feedback on homework had higher impacts on learning. It is important to make the purpose of homework clear to pupils (e.g. to increase a specific area of knowledge, or to develop fluency in a particular area). Homework EEF	3,4, 8
Free breakfast club available to 40 pupils £5,000	Children who come to school hungry are less attentive, more disruptive and less likely to understand and remember the day's lessons. UK policymakers are trying to address these problems by implementing school nutrition programmes, including new school food standards in Eng-	6, 7

	land, a universal breakfast programme in Wales and a universal entitlement to free school lunches for children aged 4–7 in England. New research by IFS researchers in collaboration with the National Children’s Bureau finds that offering relatively disadvantaged primary schools in England support to establish a universal, free, before-school breakfast club can improve pupils’ academic attainment. https://ifs.org.uk/publications/8714	
Contingency fund to fund after school clubs for disadvantaged pupils and for acute issues. £5,000	Based on our experiences and those of similar schools to ours, we have identified a need to set a small amount of funding aside to respond quickly to needs that have not yet been identified.	7

Total budgeted cost: £131,905 for academic year 25.26

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 2024 to 2025 academic year.

EYFS



Our internal assessments during 2024/25 show that there is no gap between disadvantaged and non-disadvantaged. 4/12 disadvantaged did not get the GLD however, 3 children are on SEN support and one child has an EHCP.

Y1 Phonics Check

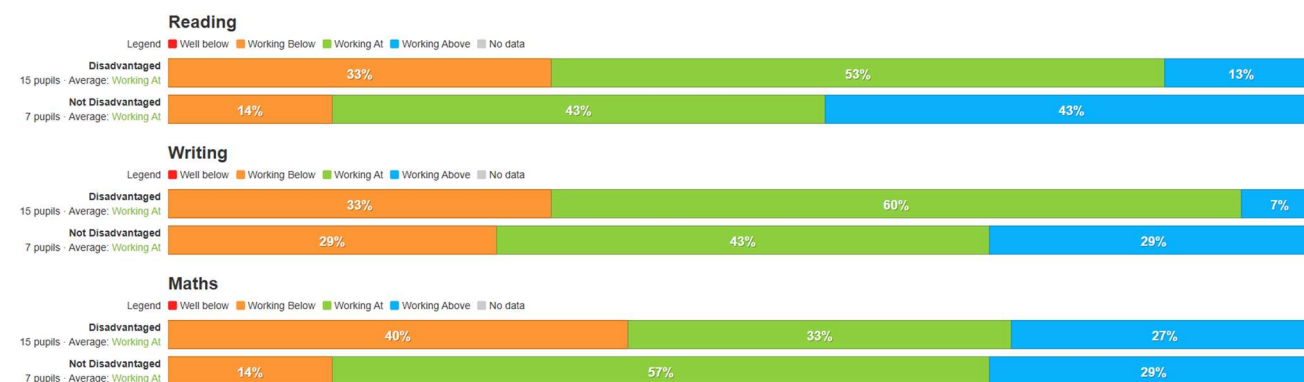


3 children who did not pass the screening check are disadvantaged all have an EHCP.

Year 2 resit

5 children in Year 2 did retake the PSC and 4 children were disadvantaged. 50% of the disadvantaged passed and of the 2 children that did not pass, both children have SEN support.

KS1 SATS Teacher Assessment



In the Year 2 cohort there were only 22 pupils so that means each child is equal to 4.5%

In reading, 5 disadvantaged children were working below. Out of these 5 children, 4 children are on the SEN register and one is EAL.

In writing, the same 5 pupils were working below but there is no significant gap between disadvantaged and non-disadvantaged.

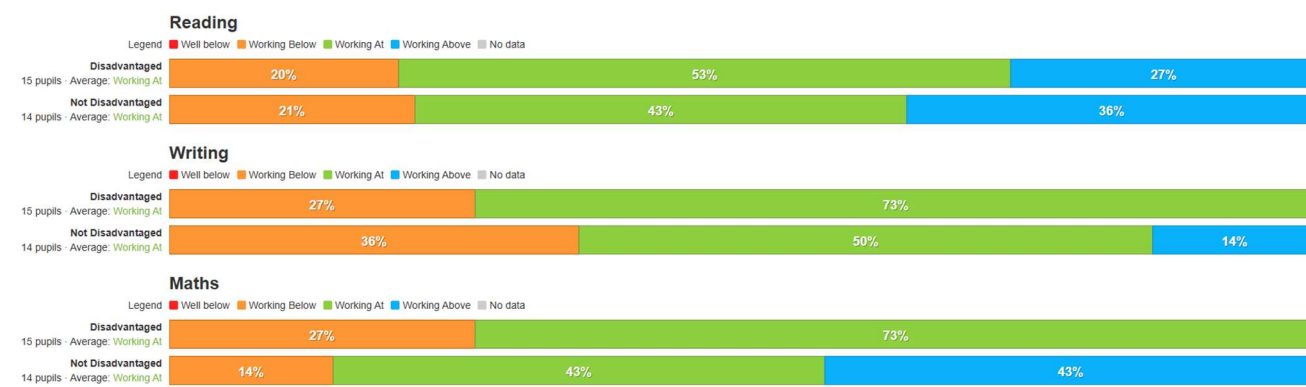
In maths, 6 disadvantaged pupils were working below and out of these 6 children, 4 are on the SEN register.

The percentage difference for children achieving greater depth looks wide. However, in Reading 2/15 children achieved GD and 3/7 non disadvantaged achieved GD.

In writing, 1/15 disadvantaged achieved GD and 2/7 non disadvantaged achieved GD.

In Maths, our disadvantaged out performed non with 4/15 achieving GD and 2/7 non achieved GD

KS2 Results



In reading, 3/15 pupils who were disadvantaged did not achieve expected standard. Out of the 3 children, 1 child had an EHCP, one was SEN support and one only arrived in the UK in Year 4. There is no gap between disadvantaged and non. 4 disadvantaged children achieved the Greater Depth standard and 5 non achieved. There is no significant gap.

In writing, 4/15 did not achieve expected standard and out of the 4, 2 children had an EHCP, 1 was SEN support and one only arrived in the UK in Year 4. Disadvantaged outperformed non. No disadvantaged children achieved the Greater Depth standard.

In maths, 4/15 disadvantaged did not achieve expected standard. 2 out of the 4 had an EHCP and 2 were at SEN support. No disadvantaged children achieved the Greater Depth standard.

MTC



Out of the 8 disadvantaged that achieved a score below 20, 5 children are on the SEN register and 2 have an EHCP.

Summary

We believe that our disadvantaged children received their entitlement to a full, rich, broad and balanced education. They participated in theatre visits, attended school trips and where relevant, went on residential. They took advantage of the extra-curricular club activities offered to them and participated in other activities including author visits and transition activities offered by local secondary schools. Their pastoral and SEND needs were met by a well-staffed and experienced team who ensured that all provisions were in place to ensure successful academic outcomes. Those who left our school in Summer 2025 had, where needed, enhanced transition arrangements.

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
TT Rockstars	TT Rockstars
Bedrock Vocabulary	Bedrock