

Pupil premium strategy statement – St Hilda’s CE Primary School 2025-26

This statement details our school’s use of pupil premium (and recovery premium) funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the outcomes for disadvantaged pupils last academic year.

School overview

Detail	Data
Number of pupils in school	377 (Rec-Y6)
Proportion (%) of pupil premium eligible pupils	158 (42%)
Academic year/years that our current pupil premium strategy plan covers (3 year plans are recommended – you must still publish an updated statement each academic year)	2024/25 to 2026/27
Date this statement was published	Dec 2025
Date on which it will be reviewed	Oct 2026
Statement authorised by	Mrs Patricia Burton Headteacher
Pupil premium lead	Mrs Asma Khatun Assistant Headteacher
Governor / Trustee lead	Mrs Mel Hmami Pupil Premium Lead Governor

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£194,270
Pupil premium funding carried forward from previous years (<i>enter £0 if not applicable</i>)	£0
Total budget for this academic year	£194,270

Part A: Pupil premium strategy plan

Statement of intent

School Context

St Hilda's serves a community facing sustained and significant socio-economic challenges. While 36.5% of pupils are eligible for FSM6, this figure does not fully reflect the breadth or complexity of need within our school community. Around 70% of pupils live within neighbourhoods ranked in the most deprived decile nationally. Many families experience a combination of working poverty, insecure or overcrowded housing, low household incomes, long-term ill health and limited access to formal qualifications (Indices of Deprivation 2025).

High levels of pupil mobility, economic migration and international new arrivals continue to shape our school context. These factors add further complexity and can create overlapping barriers to learning for both disadvantaged and non-disadvantaged pupils (ISDR 2025).

Almost all pupils at St Hilda's are from minority ethnic backgrounds, with approximately 65% having English as an Additional Language. A significant proportion of pupils join the school mid-year, some with disrupted prior schooling and limited or no English. Alongside the ongoing impact of pandemic-related learning loss — particularly in language development, writing and vocabulary — this means that vulnerability and low starting points are evident across the cohort rather than confined solely to pupils eligible for Pupil Premium. As a result, eligibility alone is not a reliable indicator of disadvantage within our school community.

Intent

At St Hilda's, our intent is to remove the barriers created by deep-rooted deprivation so that every pupil — regardless of background, eligibility or starting point — can thrive academically, personally and socially. We recognise that disadvantage in our context is multi-dimensional, shaped by poverty, linguistic barriers, mobility, social, emotional and mental health needs, and unstable life circumstances.

Our Pupil Premium strategy is therefore intentionally inclusive and designed to provide equitable, targeted support for all pupils affected by these factors. This includes pupils eligible for FSM/Pupil Premium, higher-attaining disadvantaged pupils, pupils with social workers, previously looked-after children, children from armed forces families, pupils experiencing hardship but not eligible for Pupil Premium, transient or newly arrived pupils, children requiring accelerated English language acquisition, and those with social, emotional and mental health needs.

Key Principles

Pupil Premium funding is prioritised to improve the quality of teaching, secure timely academic and pastoral intervention, strengthen attendance and engagement, and ensure that disadvantage does not limit access to the curriculum or wider school life. All spending decisions are evidence-informed and regularly evaluated for impact.

Guided by the EEF's evidence-informed cycle of diagnosis, implementation, monitoring and evaluation, our strategy places consistently high-quality teaching at the heart of our approach, recognising it as the most powerful lever for improving outcomes for disadvantaged pupils. We invest in professional development, instructional coaching and curriculum refinement, with a particular emphasis on oral language development, explicit vocabulary instruction and structured talk. These approaches are critical to improving writing, reading comprehension and access to the wider curriculum in a school with high levels of EAL and pupil mobility.

Where additional support is required, we provide carefully targeted, evidence-based academic interventions alongside robust pastoral and family-focused strategies. These address significant non-academic barriers, including attendance, behaviour, SEMH needs, cultural capital and parental engagement. Through this integrated approach, our Pupil Premium strategy aims not only to close attainment gaps, but to build resilience, aspiration and long-term success.

Our ultimate goal is equity, not equality: ensuring that every child receives what they need to become confident, fluent, curious and successful lifelong learners.

Challenges

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

Challenge number	Detail of challenge
1	Low starting points on entry, particularly in communication, language and early literacy On entry to Reception, baseline assessments and observations consistently show that many pupils begin school with significantly delayed oral language, limited vocabulary and underdeveloped early literacy skills. This affects both Pupil Premium and non-Pupil Premium pupils and reflects the wider community context, where many children have limited exposure to fluent English, books and structured language experiences before starting school. These low starting points restrict pupils' early access to phonics, reading, writing and wider curriculum learning, requiring sustained and targeted support from the outset.
2	Writing outcomes remain disproportionately affected by the legacy of the pandemic Writing attainment and progress continue to be areas of relative weakness across the school. Pandemic-related disruption to early education, combined with gaps in oral language development, fine motor control and writing stamina, continues to impact pupils' ability to structure sentences, organise ideas and write coherently at length. These challenges are particularly pronounced for pupils with EAL and 47% with SCLN and other SEND, who require explicit language modelling, oral rehearsal and scaffolded support to translate spoken ideas into written form.
3	Narrow vocabulary and academic talk at home Parent survey data indicates low parental confidence in spoken English, limiting pupils' exposure to high-quality academic talk beyond school. As a result, many pupils enter lessons with reduced confidence in articulating ideas, rehearsing vocabulary and participating in structured discussion. This particularly impacts pupils with EAL and SEND, who require repeated, explicit language modelling. Addressing this aligns with the school's priority to embed oracy across the curriculum, strengthen talk-rich classrooms and improve pupils' ability to express ideas clearly in preparation for reading, writing and learning across subjects.
4	Limited opportunities for reading, background knowledge impacting reading on comprehension Internal data and parent survey responses show that many pupils have limited access to books and regular reading opportunities at home, with fewer than half of parents reporting confidence as readers of English. This contributes to gaps in vocabulary, background knowledge and reading stamina, impacting pupils' ability to comprehend texts, make inferences and apply reading skills across the curriculum. These barriers disproportionately affect pupils with EAL and SEND, reinforcing the school priority to strengthen early reading, vocabulary development and knowledge-rich curriculum implementation..

5	High mobility disrupting learning continuity The school experiences high levels of pupil mobility due to housing instability, economic migration, immigration status and Fair Access admissions. Pupils frequently arrive mid-year with disrupted educational histories, gaps in learning and limited assessment information. This lack of continuity makes it challenging to secure sequential curriculum coverage and requires rapid diagnostic assessment and responsive provision to prevent further disadvantage.
6	Parental engagement and poverty-related barriers to home learning support Many families experience working poverty, insecure or overcrowded housing, food insecurity and limited financial stability. FSM6 and Pupil Premium eligibility significantly under-represent need due to no recourse to public funds, recent arrival status and short-term accommodation. These pressures affect pupils' readiness to learn, attendance, access to resources, uniform and equipment, and their ability to engage fully in school life and enrichment opportunities. Many parents in our community face language barriers, limited experience of the UK education system and low confidence in supporting learning at home.
7	Significant SEMH needs, including trauma, emotional regulation and anxiety High levels of deprivation and instability within the community contribute to increased social, emotional and mental health needs. Many pupils experience trauma, anxiety, emotional regulation difficulties and disrupted routines, which impact behaviour, relationships, concentration and engagement in learning. These needs are evident across the school and require consistent pastoral support, strong relationships and structured emotional regulation strategies.
8	Attendance and persistent absence affecting vulnerable pupils Attendance and punctuality remain a concern for some vulnerable pupils. In 2024/25, disadvantaged pupils had lower attendance (94.9% vs 95.5%) and significantly higher persistent absence (15.1% vs 8.9%) than their peers. Persistent absence reduces curriculum access, disrupts learning continuity and disproportionately affects pupils with SEND, EAL and SEMH needs, where absence is often linked to wellbeing and wider family pressures.
9	Limited access to enrichment and cultural capital Many pupils have restricted access to enrichment activities, educational visits and experiences beyond their immediate community. This limits cultural capital, aspiration and the breadth of pupils' knowledge and understanding of the wider world. Reduced exposure to varied experiences affects pupils' engagement with texts, creativity in writing and ability to make meaningful connections across the curriculum.

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 language development and reading fluency for disadvantaged pupils	Disadvantaged pupils will make strong progress in early language, phonics and reading fluency, enabling them to access the full curriculum. Gaps between disadvantaged and non-disadvantaged pupils will reduce significantly through high-quality teaching and targeted support. • Year 1 phonics outcomes for disadvantaged pupils at or above national averages • KS2 Reading outcomes for disadvantaged pupils within 5% of national • Reading fluency benchmarks matched for Pupil Premium and non-Pupil Premium pupils across year groups
Accelerated progress and improved attainment in writing	Writing outcomes will improve through strengthened oral language, vocabulary development and explicit writing instruction. Pupils, particularly those disadvantaged, with EAL or SEND, will demonstrate improved transcription, sentence construction and stamina. • KS2 Writing outcomes meet or exceed national averages • Disadvantaged pupils achieve progress scores of average or above • Sustained reduction in the proportion of pupils not meeting the expected standard in writing
Strong and sustained progress in mathematics	Pupils will develop secure mathematical understanding, fluency and reasoning skills, supported by consistent teaching and targeted intervention for disadvantaged pupils. • KS2 mathematics outcomes for disadvantaged pupils at or above national averages • Improved multiplication check scores for disadvantaged pupils • Reduced attainment gaps between disadvantaged and non-disadvantaged pupils
Improved attendance and reduced persistent absence	Attendance will improve through early identification, targeted pastoral support and strong home–school engagement, ensuring vulnerable pupils access learning consistently. • Whole-school attendance sustained above 95% • Persistent absence for disadvantaged pupils reduced by 3–5% • Improved punctuality and attendance for pupils with SEND, EAL and SEMH needs
Strengthened wellbeing, behaviour and SEMH outcomes	Pupils will demonstrate improved emotional regulation, engagement and readiness to learn, supported by robust pastoral systems and early intervention. • Relational Inclusion to be adopted within the behaviour policy. Sensitive staff responses are tempered to individual cases.

	• Staff have greater awareness of Adverse Childhood traumas ACEs and Attachment styles • Reduction in behaviour incidents and internal exclusions • Increased successful use of regulation and support strategies • Pupil voice indicates improved wellbeing, safety and sense of belonging
Enhanced enrichment, cultural capital and aspiration	All pupils will benefit from a rich programme of enrichment that broadens experiences, builds background knowledge and raises aspirations, with equitable access for disadvantaged pupils. • All pupils access educational visits, enrichment activities and wider opportunities • Participation rates tracked and equitable for Pupil Premium pupils • Improved pupil engagement, confidence and curriculum connections
Stability, inclusion and achievement for EAL and International New Arrival pupils	EAL and INA pupils will be supported to integrate quickly, develop secure spoken and written English, and achieve academically through structured language provision. • International New Arrival pupils reach targeted language acquisition stages within 12 months • Rapid language acquisition programme fully embedded across the school • Improved attainment, confidence and classroom participation for EAL pupils
Strengthened home support and equity of opportunity	Pupils and families will receive structured support to overcome barriers linked to poverty and limited home learning capacity, ensuring all children can access the curriculum, engage in enrichment, and consolidate learning at home. • Increased parental engagement through workshops, curriculum events and guided home learning sessions • Improved parent confidence and skills in supporting literacy, numeracy, digital learning and language development • Regular home-based reading, vocabulary practice and reinforcement of learning, particularly for disadvantaged pupils • Equitable access to school-provided resources, uniform and enrichment opportunities for families experiencing financial hardship • Strengthened home–school communication and partnership, contributing to improved attendance, engagement and progress for pupils, including those with EAL/INA and SEND

Activity in this academic year

This details how we intend to spend our pupil premium funding **this academic year** to address the challenges listed above.

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £84,000

Activity	Evidence that supports this approach	Challenge number(s) addressed
Sustained high-quality implementation of a <u>DfE validated Systematic Synthetic Phonics programme</u> (Supersonic Phonics Friends) to secure stronger and consistent phonics teaching for all pupils including ongoing staff training. Tailored to the needs of disadvantaged pupils and pupils with EAL/INA. Purchase of annual subscription to the online. Release time for monitoring and support to secure improved outcomes in Phonics.	The EEF identifies systematic phonics as a high-impact strategy for improving reading, particularly for pupils from disadvantaged backgrounds, particularly for disadvantaged pupils: Phonics Toolkit Strand Education Endowment Foundation EEF	1, 3,4, 5,6
Prioritise and embedding classroom talk. Embedding dialogic and exploratory activities across the school curriculum. Equip teachers with the strategies to actively teach pupils to articulate key ideas, consolidate understanding and extend vocabulary. Purchase resources and fund training and release time for Senior Leader to undertake this work with teachers. Leading PDM, monitoring and evaluation. Planned events to showcase speaking and listening skills in a range of performances.	There is a strong evidence base that suggests oral language interventions, including dialogic activities such as high-quality classroom discussion through structured exploratory talk, are inexpensive to implement with positive effects on pupil confidence and engagement. Oral language interventions Toolkit Strand Education Endowment Foundation EEF	1, 2, 3,5,6
Train staff to deliver high-quality Guided Reading sessions with a sharp focus on Tier 2 and Tier 3 vocabulary development. Strengthen reading fluency and comprehension through repeated oral rehearsal using Reader's Theatre. Support pupils to become active readers by ex-	Oral language interventions and guided reading strategies accelerate reading comprehension and fluency, particularly for EAL pupils and those with SCLN. Dialogic teaching and structured talk have a moderate to high impact on	1,3,4,6

explicitly teaching and applying comprehension strategies during reading. Embed dialogic teaching approaches so pupils discuss texts, make predictions, infer meaning, and summarise collaboratively to deepen understanding. Ensure staff across all year groups access Local Authority reading training. Review, reform, and standardise Early Reading strategies within the Reading Policy to maximise impact. Purchase of Word Wizard outfits and resources to promote reading for pleasure.	reading comprehension, especially when paired with high-quality texts. https://educationendowmentfoundation.org.uk/reading-house/fluency	
Develop new schemes across English to embed all aspects of the New Writing Framework 2025 from EYFS- Y6. Train staff in the use of employing new scheme. Explicit vocabulary teaching and sentence-level modelling integrated into every lesson. Oral rehearsal and structured talk before writing tasks to scaffold ideas and sentence construction. Writing frameworks (planning, drafting, editing) embedded across the curriculum to support structure, stamina, and transcription skills. Targeted support for pupils with SCLN or SEND within high-quality teaching, using visual supports, word banks, and scaffolded sentence starters. Time for monitoring and evaluation for English Lead. Purchase of new class texts to match the new scheme. Resources to support the launch of Word Wizard initiative across school.	The EEF notes that high-quality teaching of writing, including sentence-level modelling, scaffolding, and structured planning, improves attainment, particularly for disadvantaged pupils. Oral language interventions (EEF high impact) improve writing outcomes by strengthening vocabulary, sentence structure, and expressive language. Structured peer and teacher feedback accelerates writing progress and reduces attainment gaps. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks-1 https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2	1,2,3,5
High-quality, structured daily maths lessons with clear modelling of methods and reasoning. 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 for Early Years).	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:	1, 4,5

Purchase of annual subscription to the online White Rose Maths platform. Improve metacognition through structured planning approach and use of manipulatives to actualise concepts.	Improving Mathematics in Key Stages 2 and 3 The EEF highlights that high-quality teaching of mathematics, including structured modelling, scaffolding, and reasoning talk, has a strong impact on attainment, particularly for disadvantaged pupils.	
Release time for subject leaders to attend professional development to support their delivery of the cumulative curriculum. This includes making necessary changes to the curriculum and evaluating curriculum effectiveness. Make changes to the delivery of the curriculum for mixed year group classes.	Effective professional development is universally recognised as a mechanism which elevates the quality of teaching and this has the 'greatest potential to make the biggest difference to children and young people's learning'. (EEF Guidance) Effective Professional Development The EEF Guide to the Pupil Premium-Autumn 2021	1, 2, 3, 4, 5,7
Second phase of laptop purchases for teaching staff to support the delivery of high-quality teaching and learning. Replenish/replace existing laptops to support up to date software.	The EEF recommends teaching staff keep up to date with advancing technologies, and enables staff the facilities to implement innovative ways of planning and teaching. https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/digital	2, 4, 5
SENDCo and SSAs to provide specialised inclusive SEND provision for a cluster of Y1/2 children with complex needs requiring 1-1 supervision. Implementing their personalised care and support of their Education Health Care Plan, including lunchtime support, intimate care needs etc. Substantial extra resources and tailored provision. Funding extra staffing to keep the children safe. Staff member undertaking NPQ for SENDCo training.	Oldham's vision is a place where children and young people with special educational needs and disabilities (SEND) will thrive https://oldhamsendlocaloffer.co.uk/ The EEF recommends inclusive school removes barriers to learning and participation, provides an education that is appropriate to pupils' needs, and promotes high standards https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/special-educational-needs-in-mainstream-schools/eef_special_educational_needs_in_mainstream_schools	1,2,3,4,5,6, 7, 8

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

Budgeted cost: £52,300

Activity	Evidence that supports this approach	Challenge number(s) addressed
Additional FastTrack Phonics sessions targeted at disadvantaged pupils who require further phonics support. Delivery of intervention by trained TAs in all phases.	Phonics approaches have a strong evidence base indicating a positive impact on pupils, particularly from disadvantaged backgrounds. Targeted phonics interventions have been shown to be more effective when delivered as regular sessions over a period up to 12 weeks: Phonics Toolkit Strand Education Endowment Foundation EEF	1, 2, 4, 5
Purchase of a resources to improve listening, narrative and vocabulary skills for disadvantaged pupils who have relatively low spoken language skills. Specialist Speech and Language support assistant to provide early intervention. Assistance of teacher of the deaf for children with hearing impairments	NELI assessments endorsed by the DfE conducted with Reception children highlighted language deficiencies amongst our youngest children. Preparing for Literacy Oral language interventions can have a positive impact on pupils' language skills. Approaches that focus on speaking, listening and a combination of the two show positive impacts on attainment: Oral language interventions EEF (educationendowmentfoundation.org.uk)	1, 3, 4
Reading and writing interventions with children during lunchtimes to be delivered by class teachers. Focus on developing reading fluency and writing transcription skills. Focused small-group interventions targeting sentence construction, transcription, spelling, and vocabulary; oral rehearsal sessions before writing; scaffolded planning Children to demonstrate confidence with self-regulation, by proofreading, revising and editing their writing.	Evidence from the DfE suggests that children with literacy difficulties need coordinated help in order to catch up with their peers (Brooks, 2007). Pupils with writing difficulties, many of whom have also specific learning difficulties, often struggle with the planning, composing and revising skills which are needed for good writing (Mason et al, 2011). The Research Evidence on Writing What is the research evidence on writing? EEF: Small-group tuition improves writing outcomes (+3–4 months); oral language interventions support writing and vocabulary acquisition	1, 2, 3, 4, 5

Intensive language programmes for INA pupils and children with SCLN; vocabulary pre-teaching; scaffolded speaking and listening activities such WELCOM and BLAST	EEF: Oral language interventions have high impact (+5 months); structured language support accelerates integration and comprehension	1,2,3,7
25 min Mathematics intervention to develop arithmetic fluency using Fluent in 5 purchased from Third space learning. Delivered by TAs in the morning/ lunchtimes for KS1 and KS2.	EEF advise that well-structured Mathematics interventions should include explicit and systematic instruction, be time limited, consistent implementation, simple fidelity to the scheme and link closely to what is being taught in class. This is demonstrated by the Fluent in 5 approach. Improving Mathematics in Key Stage 2 and 3	1, 5
Boosting/software/revision booklets for all year 6 children to facilitate catch-up in Reading, Writing and Mathematics. INA support at lunchtime for children with little spoken English.	The EEF definition being: activities such as 'homework clubs' where pupils have the opportunity to complete homework in school but outside normal school hours, and 'flipped learning' models, where pupils prepare at home for classroom discussion and application tasks. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework	1, 4, 5
1-1 support for the growing numbers of children with complex needs across school. Essential SEND support needed to support children engage with the learning at a personalised level.	'The attainment gap between pupils with SEND and their peers is twice as big as the gap between pupils eligible for free school meals and their peers.' https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/send	1, 5, 6, 7

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

Budgeted cost: £57,970

Activity	Evidence that supports this approach	Challenge number(s) addressed
Encourage positive parental engagement and support parents with the effects of the cost of living. Build awareness around poverty-linked barriers affecting the children e.g. home learning; resources, uniform and enrichment. Targeted support for EAL/INA and SEND families. Preparation of the St Hilda's Pantry and the Community Wardrobe to provide food relief and uniform exchange for families to access, if required. Encourage families to access the free food vouchers made available during the holidays. Encourage children to engage with HAF activities over the holiday periods, providing children with free lunches.	EEF: Parental engagement interventions +3 months; high impact when linked to classroom learning Oldham website provides help and support on a range of poverty-proofing interventions some which can be implemented by school. https://www.oldham.gov.uk/info/201199/cost_of_living_-_we_can_help/2932/help_for_families	3,6,8
Improved Social, Emotional and Mental Health of pupils to be met by access to school trained Counsellor e.g. to deal with engagement, behaviour support, bereavement, Adverse Childhood Experiences ACEs etc. This includes training for all staff to raise awareness of the importance of maintaining pupil and staff wellbeing during these extraordinary times. SENDCo to attend training and deliver PDMs and promote the work of the Mental Health Champions.	There is extensive evidence associating childhood social and emotional skills (SEL) with increased positive pupil behaviour, improved mental health and wellbeing and better outcomes at school. The EEF reports stress the importance this plays for children from disadvantaged backgrounds and other vulnerable groups, who on average, have weaker SEL skills. Prioritise social and emotional learning	1,3, 5, 6, 7
All staff to access Relational Inclusion training to collective practise and embed strategies to be adopted in the Behaviour Policy. Staff to be more aware of trauma informed experiences of Adverse Childhood Experiences. Develop and	Making sure pupils feel seen, understood, and safe is a crucial starting point for helping to regulate their behaviours. The EEF strongly recommends effective teaching and learning requires positive relationships and interactions between teachers and pupils.	1, 5, 6, 7

awareness of forming authentic relationships and managing behaviours that maybe an expression of underlying need. Staff to attend Self Awareness Training. SENDCo attendance on NPQ for Leading Behaviour and Culture and MELSA (Mediated Learning Support Approach) training.	https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/build-a-culture-of-community-and-belonging-for-pupils	
Parent classes to help build self-confidence with literacy, IT skills etc. Parent workshops held by class teachers to establish practical strategies, tips and resources parents can use to support their child's learning at home. Tailored communications mediums to keep parents fully informed through the website, parenthub, Work of the PSA to engage parents. Foster positive dialogue about learning and engage hard to reach parents. Signposting local services; completing forms; providing intensive support where needed. The intense involvement of the DSL and SENDCo in Team Around the Family TAF as a new LA Universal Help initiative (as support is devolved and placed on schools). (supporting 2 of our current families)	There is strong EEF evidence that educational disadvantage is widen due to home conditions but can be mitigated by positive parental involvement and formal and informal parental intervention. Parental Engagement It is incumbent on schools to support parents to create a regular routine and encourage good homework habits, and for young children, promoting play and shared book reading. Working with Parents to support Children's Learning	1, 3, 5, 6,9
Early identification of poor attendance; targeted pastoral support; mentoring; home-school liaison by the Attendance Officer and Headteacher. Encouragement of targeted children to attend Breakfast Club, to improve punctuality. A free breakfast to be provided for all children who attend. Staffing of the breakfast club has needed to be increased due to volume, supplementing the secured Greggs funding.	DfE guidance requires use attendance, pastoral and SEND staff who are skilled in supporting pupils and their families to identify and overcome barriers to attendance Improving School Attendance	1, 6, 8, 9

DfE Breakfast School Grant to be partially used to fund a scheme to reward 100% attendance with cinema visits for the parent and child.		
Subsidised educational trips and visits and residential to build the children's culture capital and build confidence and self-esteem. Linking projects with another school of contrasting socio-economic demographics to build cultural understanding. Enrichment opportunities e.g. arts/music provision, clubs; tracking participation for PP pupils	There is a wide evidence base indicating that outdoor adventure learning may have positive impacts on other outcomes such as self-efficacy, motivation and teamwork. Outdoor adventure learning may play an important part of the wider school experience, regardless of any impact on academic outcomes. https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning	3,5, 6, 7, 9
Contingency fund for acute issues.	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.	Contingency fund for acute issues.

Total budgeted cost: £ 194,270

Part B: Review of the previous academic year

Outcomes for disadvantaged pupils

The performance of our disadvantaged pupils for the academic year: 2024 to 2025.

KS2 data is broadly in line with LA outcomes for PP children for Reading, Writing and Mathematics and even exceeded significantly in GPS. However, PP figures for all core subjects are significantly below national figures at KS2. This will need to be addressed and reflected in the curriculum development in this current PP Strategy 2024-27 spend.

Y1 Phonics result again is broadly in line with the local authority equivalent for PP children but falls short of national figures.

Internal data outcomes for 2024-25 suggests our disadvantaged pupils have performed in line with our non-disadvantaged pupils in all year groups, except Year 6. The usual trend of gaps between PP and non-PP to close higher up in school can be seen for Year 5 but not in Year 6 for all subjects. This will need to be closely monitored for the next cohort sitting SATs. Similarly, this is the case for Year 2 and Year 3 Mathematics.

	Local Authority Comparison for KS1 and KS2 (LA Data Pack 2025)
	gap- more than 10% below non PP (other)
	gap- more than 10% above non PP (other)

		Reading				Writing				Maths			
		≥Expected		Exceeding		≥Expected		Exceeding		≥Expected		Exceeding	
	LA comparison	Sch	LA	Sch	LA	Sch	LA	Sch	LA	Sch	LA	Sch	LA
Year 6	PP	55%	62%	25%	19%	50%	59%	0%	5%	55%	62%	0%	14%
KS2 SATs	Non PP	66%	77%	21%	31%	69%	73%	5%	8%	67%	78%	21%	25%
Year 5	PP	61%		22%		39%		13%		66%		9%	
	Non PP	54%		8%		29%		0%		37%		8%	
Year 4	PP	56%		26%		44%		0%		52%		4%	
	Non PP	56%		22%		53%		0%		53%		12%	
Year 3	PP	54%		16%		56%		3%		59%		12%	
	Non PP	61%		19%		36%		3%		69%		38%	
Year 2	PP	47%		5%		37%		5%		52%		5%	
Optional SATs	Non PP	50%		11%		43%		7%		46%		25%	
Year 1	PP	50%		11%		50%		0%		45%		28%	
	Non PP	52%		8%		52%		0%		52%		8%	
Reception	PP	62%		-		69%		-		77%		-	
	Non PP	57%		-		57%		-		57%		-	

	PP Met	LA PP Met
Y1 Phonics Screening test	64%	69%
Y6 GPS test	75%	63%

Attendance figures for 2024/25 are in the table below. The overall attendance figures were similar for disadvantaged Ever FSM children, compared to the whole school community and other. Persistent absence of PP was significantly above the other and whole school figure. This will need to be closely monitored next year.

2024/25	Attendance	Persistent Absence
All pupils	95.2%	11.5%
Disadvantaged	94.9%	15.1%
Other	95.5%	8.9%

Evaluation of intended outcomes of 3-year plan (2022-2025)

Our key initiatives over the course of the previous 3 years have been as follow:

High quality teaching

- Professional development for all staff (subject expertise, metacognition, self-regulation, pedagogy)
- Prioritising the development of Oracy
- Employment of Synthetic phonics
- Developing effective Mathematic approaches
- Curriculum development
- Changes to curriculum and human resources to facilitate mixed year group classes

Targeted academic support

- Speaking and listening – Speech and Language TA (NELI, BLAST)
- Fast track phonics interventions
- Reading, Writing and Mathematics interventions within the school day (before, after and at lunchtime all within directed time)
- Teacher to support transition of INA in Robins
- Purchase of quality teaching resources and assessment materials
- 1-1 support for children with complex SEND needs in EYFS and Y1

Wider strategies

- Escalation of SEMH support- aftermath of the pandemic, social and emotional, behaviour bereavement -training Mental Health Champions
- Parent support from PSA- parent classes, SHAFLA
- Sustained communication with parents
- Facilitating TAF meetings – work of the DSL and SENDCo
- Attendance strategies and monitoring
- Staffing and providing Breakfast club facilities – encouraging good punctuality
- Subsidising trips and visits/school linking e.g. Robinwood – wider experiences
- Contingencies

The above strategies have experienced high levels of success in a very transient environment. The need to continue these into the next cycle remains a high priority to facilitate the needs of our school community and overcome the barriers our children face.

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
White Rose Maths	White Rose Maths
Fluent in 5	Third Space Learning
Phonics	Supersonic Phonics Friends
Phonics Interventions	FastTrack Phonics
Speech and language programmes: Wellcomm BLAST Time to Talk Black Sheep Lego therapy	GL Assessment BLAST ITS Black Sheep Press Bea Inclusive
Times tables	TTRockstars
Grammar, Punctuation and Spelling	SPAG.com
Music	Sparkyard
Spanish	Primary Languages Network
PHSE	Jigsaw
Understanding Christianity (RE)	RE Today
Get Set 4 PE	Get set 4 Education

Service pupil premium funding (optional)

*For schools that receive this funding, you may wish to provide the following information: **How our service pupil premium allocation was spent last academic year***

Last year school supported a family of service children who arrived recently to the UK and have little English, with accessing and signposting them to a range of services. Some of our service children have demonstrated complex medical needs including mobility concerns and degenerative conditions and speech, social and communication needs. This has involved the work of the SENDCo to facilitate additional support to meet these specific needs.

The impact of that spending on service pupil premium eligible pupils

- PSA maintains regular communications with the parent who does not speak English. Emails are used to keep in touch with the parent who works away for the armed forces.
- An EHCP has been acquired for the current Y4 child. This child is receiving 1-1 support as a result. A risk assessment has been put in place to safeguard the child's movements around school. Due to his limited mobility on uneven surfaces, he is escorted by an adult during transitions and is supervised when on the playground.
- The current child is being supported with sensory and physical support. The child has their own workstation in class to support fine motor development and has acquired hearing aids with school intervention. Speech and Language services are being accessed for the child.
- A specialist from the hearing impairment team visits him regularly and provide specialised support.
- The school-initiated TAF meetings to support the family are now not required.
- Teachers continue to monitor the wellbeing of the children.