

# Pupil Premium Strategy Statement

## – Low Ash Primary School – reviewed and updated

### November 10<sup>th</sup> 2025

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	478
Proportion (%) of pupil premium eligible pupils	98 pupils (Y6-Y6) – 21.7% 104 pupils (including N and EY PP) – 21.8%
Academic year/years that our current pupil premium strategy plan covers (3 year plan)	September 2023 to July 2026(3 year plans are recommended)
Date this statement was published	First published December 2023. This copy published November 2025
Date on which it will be reviewed	Updated November 2025 Will be reviewed by November 2026
Statement authorised by	Beth Medhurst - Headteacher
Pupil premium lead	Beth Medhurst
Governor / Trustee lead	Matthew Stainsby

## Pupil premium breakdown by year group

Year	R	1	2	3	4	5	6
NOR	60	61	61	60	60	60	85
PP	11	11	19	12	12	15	18
%PP	18%	18%	31%	20%	20%	25%	21%

## Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	£133,110 (updated November 2025)
Recovery premium funding allocation this academic year	0
Pupil premium (and recovery premium*) funding carried forward from previous years ( <i>enter £0 if not applicable</i> )	0
<b>Total budget for this academic year</b>	<b>£133,110 (updated November 2025)</b>

# Part A: Pupil premium strategy plan

## Statement of intent

Just over 20% of the school's population are eligible for Pupil Premium Funding. Of these, many are vulnerable children who have a variety of barriers to learning. This means that they often need additional support to 'catch up' with those children who are not 'Disadvantaged' and reach their potential. Poor social or economic family circumstances affect many of the children, which may mean important support structures regarding their development have not been in place in the past.

At Low Ash, we feel the most effective way to support disadvantaged children is a combination of the following:

### **Diagnosis of pupils' individual challenges and needs:**

- Responding to data evidence to meet individual needs – providing the best strategies and training to help each child improve by identifying clear next steps in their learning

### **High quality teaching and high attainment for all (including non-disadvantaged):**

- **Quality first teaching** – setting high aspirations, holding staff to account, investment in teacher development, smaller group size where possible
- **Targeted academic support** – use of small tutor groups or targeted intervention
- **Wider strategies** - ensuring good attendance with dedicated personnel, who focus on the most vulnerable and support families in whatever way necessary, a renewed behaviour reward strategy and social/ emotional support where necessary

### **Careful and effective implementation of the Pupil Premium Strategy:**

- aligned with other school development plans and existing practices to ensure a sustained impact
- School leaders will scrutinise the evidence that has informed their strategy with a focus on effective implementation

### **Clear and responsive leadership in the monitoring and evaluation of the Pupil Premium Strategy and appropriate response as barriers emerge:**

- To measure the impact of the funding and support, key performance indicators/data regarding progress through the year is analysed and evaluated. This happens at three points in the year, the time dependent on the year group.
- The final review of the PPG strategy takes place at the end of each academic year –October 2025 for this current academic year

## Challenges

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

Challenge number	Detail of challenge
1	Communication and Language skills: Assessments, observations, and discussions with pupils indicate underdeveloped oral language skills and vocabulary gaps among many disadvantaged pupils. These are evident from Reception through to KS2.
2	Lack of parental support: Pupil with disadvantaged families have additional barriers which can limit their engagement with the school community.
3	Attendance and Punctuality: Disadvantaged pupils have historically lower attendance than other pupils. (Although disadvantaged attendance is above that of disadvantaged nationally, it is below that of others)
4	Social, Emotional and Mental Health: Our observations and discussions with pupils and families have identified social and emotional issues for many pupils. These challenges particularly affect disadvantaged pupils, including their attainment.
5	Access to wider opportunities: Due to children's and families' disadvantage, there is less access and engagement in enrichment, social and other wider opportunities available.

## 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
<i>Rapid improvement in pupils' oral language and vocabulary so they access the curriculum more effectively.</i>	<ul style="list-style-type: none"><li>• Age-related expectations for Communication and Language in EYFS will have been met</li><li>• NELI( Evidence-based oral language intervention) is delivered with fidelity leading to pupils 'catching up' with their peers</li><li>• Assessments and observations indicate significantly improved oral language among disadvantaged pupils (on average +6 months). Pupils will be able to talk confidently across the curriculum. This is evident when triangulated with other sources of evidence, including engagement in lessons, book scrutiny and on-going formative assessment.</li><li>• Pupils' improved oracy will have an impact on writing standards across school</li><li>• Phonics screening for disadvantaged pupils improves to be in line with national average within 2 years. [See EEF evidence: Oral language interventions].</li></ul>

<p><i>Improved attendance for disadvantaged pupils so they have consistent access to quality teaching.</i></p>	<ul style="list-style-type: none"> <li>• A reduction in persistent absence (PA) among disadvantaged pupils by at least 50% of the gap vs non-disadvantaged within 12 months; sustained upward trend in monthly attendance.</li> <li>• Fewer disadvantaged pupils missing instructional time: average days missed per disadvantaged pupil reduces). [EEF attendance evidence and rapid review].</li> </ul>
<p><i>Improved SEMH outcomes and self-regulation enabling pupils to access learning consistently.</i></p>	<ul style="list-style-type: none"> <li>• Increased levels of wellbeing demonstrated by qualitative data from student voice, student and parent surveys, and teacher observations and improved attendance figures</li> <li>• Strategies from the SEMH link tutor implemented leading to high levels of well being</li> <li>• Implementation of Positive Regard strategies and embedding of zones of regulation leads to pupils' better understanding of their own emotions and having strategies to deal with them</li> <li>• Pupils' social and emotional needs are better understood and adapted provision ensures progress</li> <li>• Targeted pastoral team 1:1 sessions will demonstrate that SEMH needs have been met</li> <li>• Reduced behaviour incidents and fewer exclusions</li> </ul>
<p>Increased access to enrichment, cultural capital and extracurricular provision so disadvantaged pupils broaden experiences and aspirations.</p>	<ul style="list-style-type: none"> <li>• All disadvantaged pupils access at least two subsidised enrichment activities per year (clubs, trips, residential).</li> <li>• Pupil voice and surveys indicate improved cultural knowledge and aspiration</li> <li>• School-led community projects show increased participation by disadvantaged pupils.</li> <li>• Longer-term: improved engagement and attendance metrics correlated with enrichment participation. [EEF evidence for enrichment/parental engagement/attendance indicates promise when combined].</li> </ul>
<p>Increased parental engagement in learning at home leading to improved homework routines, reading frequency and parental-school partnerships.</p>	<ul style="list-style-type: none"> <li>• Increase in percentage of disadvantaged families participating in school-work related communications/events by 30% within 12 months. - Pupil home-reading logs and remote engagement data show increased involvement</li> <li>• Improvement in disadvantaged pupils' attainment of +4 months on average attributable to parental engagement activities measured by termly trackers. [See EEF evidence: Parental engagement].</li> </ul>

## 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 Tier 1: High-Quality Teaching — CPD, curriculum adaptation, assessment, recruitment and retention)

Budgeted cost Total £27,890

Activity	Evidence that supports this approach	Challenge number(s) addressed
Phonics and early reading refinement – further training for staff in high quality, sequenced phonics teaching and targeted small-group phonics ‘keep up’ sessions	<p>“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.”</p> <p>“Phonics approaches have been consistently found to be effective in supporting younger pupils to master the basics of reading, with an average impact of an additional five months’ progress. Research suggests that phonics is particularly beneficial for younger learners (4–7 year olds) as they begin to read. Teaching phonics is more effective on average than other approaches to early reading (such as whole language or alphabetic approaches), though it should be emphasised that effective phonics techniques are usually embedded in a rich literacy environment for early readers and are only one part of a successful literacy strategy.”</p> <p>“Synthetic phonics approaches have higher impacts, on average, than analytic phonics approaches.”</p> <p><i>Education Endowment Foundation</i></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	1
Whole-school CPD programme on oral language and vocabulary development (Reception–KS2). CPD to include a reminder of dialogic teaching, planned talk tasks, teacher modelling and linked vocabulary instruction across foundation subjects. Implementation includes termly coaching, lesson exemplars and monitoring.	<p>EEF: Oral language interventions have high impact (+6 months) and are very low cost; frequent, sustained sessions linked to curriculum are most effective.</p> <p><a href="#">EEF – Oral language interventions</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	1

<p>Explicit teaching of handwriting and letter/number formation: adopt clear expectations, modelling, formative assessment and daily letter/number formation practice across EYFS and KS1; CPD for teachers/TAs to deliver consistent feedback and error correction.</p>	<p>Ofsted noted inconsistent foundational skills in letter &amp; number formation; EEF guidance on effective classroom practice and formative assessment supports consistent explicit teaching and feedback (see EEF resources on effective professional development and assessment). [EEF – Effective professional development / Guidance on assessment &amp; feedback].</p>	<p>1</p>
<p>Curriculum adaptation and scaffolding for pupils with SEND and for those at an early stage of writing: training for teachers on adapting activities to develop independence (scaffolds that are gradually withdrawn, task design to increase ambition). Regular SEND review and bespoke curriculum pathways for pupils with EHCPs.</p>	<p>EEF guidance: Special Educational Needs in Mainstream Schools; Teaching &amp; Learning Toolkit highlights importance of high-quality teaching and targeted support alongside adaptations for SEND. Implementation guidance emphasises fidelity and adaptation.</p> <p>[EEF – Special educational needs guidance, A School's Guide to Implementation].</p>	<p>1</p>
<p>Professional coaching and mentoring programme for teachers (classroom coaching cycles, modelling, feedback, ECT support) plus targeted TA training to ensure TAs supplement high-quality teaching rather than supplant it.</p>	<p>EEF: Characteristics of effective professional development; evidence that CPD with coaching and feedback improves teacher practice and pupil outcomes. [EEF – Effective Professional Development / Teaching and Learning Hub].</p>	<p>1</p>
<p>Strengthen assessment for learning and regular diagnostic checks (termly reading/writing/mathematics diagnostics + language screens) and use data to plan targeted interventions and tutoring blocks.</p>	<p>EEF: Evidence for diagnostic assessment and aligning interventions to identified gaps; EEF's tutoring and implementation guidance highlights aligning tuition to curriculum and diagnostic assessment.</p> <p>[EEF – Tutoring guidance; A School's Guide to Implementation].</p>	<p>1</p>
<p>Funding to release class-based leaders for specific improvement of teaching and learning</p>	<p>“No matter the phase or school setting, it is the quality of teaching that can make the biggest difference to children’s learning and to their ultimate success in school. As Rauch and Coe explain, it is ‘arguably the single most important thing that teachers and school leaders can focus on to make a difference in children’s learning’”</p> <p><i>Education Endowment Foundation</i></p> <p><a href="https://www.educationendowmentfoundation.org.uk/-/media/assets/education-endowment-foundation/our-work/our-reports/eef-effective-professional-development-guidance-report.pdf">EEF-Effective-Professional-Development-Guidance-Report.pdf</a></p>	<p>1</p>

	SLT deliver fortnightly coaching sessions following observations to all teachers.	
Continued funding of professional development training for staff to improve teaching and learning for children eligible for PPF	<p>“No matter the phase or school setting, it is the quality of teaching that can make the biggest difference to children’s learning and to their ultimate success in school. As Rauch and Coe explain, it is ‘arguably the single most important thing that teachers and school leaders can focus on to make a difference in children’s learning’”</p> <p><i>Education Endowment Foundation</i></p> <p><a href="https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1701750510">https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/effective-professional-development/EEF-Effective-Professional-Development-Guidance-Report.pdf?v=1701750510</a></p>	1,2,3

**Targeted academic support – Tier 2 (for example, tutoring, one-to-one support, structured interventions)**

**Budgeted cost: £32,135**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Read Write Inc. Interventions and 1 to 1 reading provided by school staff members</p> <p>1 x TA 4 afternoons per week plus 1 teacher 2 mornings per week</p>	<p>“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. Additional small group support can be effectively targeted at pupils from disadvantaged backgrounds, and should be considered as part of a school’s pupil premium strategy.”</p> <p><i>Education Endowment Foundation</i></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</a></p> <p>“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.”</p> <p><i>Education Endowment Foundation</i></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</a></p>	1
<p>Speech &amp; Language referrals and in-school SALT pathway: quick in-school screening, targeted SALT programmes for pupils with identifiable speech/language needs, and staff training to implement SALT strategies in class.</p> <p><i>Specialist S&amp;L Teaching assistant</i></p> <p>1 x member of staff for 3 mornings a week</p>	<p>“There is evidence to suggest that pupils from lower socioeconomic backgrounds are more likely to be behind their more advantaged counterparts in developing early language and speech skills, which may affect their school experience and learning later in their school lives.”</p> <p>“Given that Oral language interventions can be used to provide additional support to pupils who are behind their peers in oral language development, the targeted use of approaches may support some disadvantaged pupils to catch up with peers, particularly when this is provided one-to-one.”</p> <p><i>Education Endowment Foundation</i></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/oral-language-interventions</a></p>	1

Structured handwriting and transcription intervention for early writers and pupils with persistent formation errors: daily short sessions, modelling, immediate corrective feedback, and targeted practice.	<p>EEF: Teaching and formative assessment guidance highlights the value of explicit instruction and immediate feedback for foundational skills; OFSTED also highlights need for consistent provision in handwriting and formation. [EEF – Effective professional development / assessment &amp; feedback].</p> <p><a href="#"><u>EEF-Effective-Professional-Development-Guidance-Report.pdf</u></a></p>	1
Targeted SEND interventions (precision teaching, scaffolded tasks, adapted resources, alternative recording methods) delivered by trained TAs with clear outcome monitoring; review of independence outcomes.	<p>Guidance on Teaching Assistants emphasises targeted, structured approaches with clear teacher-led planning and monitoring to raise attainment for pupils with SEND.</p> <p><a href="#"><u>Deployment of Teaching Assistants   Education Endowment Foundation</u></a></p>	1, 4
Deployment of TAs as tutors for well-specified programmes (with training, planning and monitoring) rather than for generalised support.	<p>Teaching Assistants guidance: TAs have impact where they are trained to deliver targeted interventions planned by teachers and monitored for impact.</p> <p><a href="#"><u>Deployment of Teaching Assistants   Education Endowment Foundation</u></a></p>	1, 4

## Wider strategies – Tier 3 (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: Total £88,953

Activity	Evidence that supports this approach	Challenge number(s) addressed
Subsidised enrichment and cultural capital programme (subsidised trips, residential, after-school clubs, career-focused visitors and community projects — ensure all disadvantaged pupils access at least two enrichment experiences per year).	<p>It is essential for pupils' well-being that they get the opportunity to experience a range of activities outside the classroom.</p> <p>There is a small positive impact of physical activity on academic attainment (+1 month). While this evidence summary focuses on the link between physical activity and academic performance, it is crucial to ensure that pupils access to high quality physical activity for the other benefits and opportunities it provides.”</p> <p>“There is some evidence that involvement in extra-curricular sporting activities may increase pupil attendance and retention.”</p> <p><i>Education Endowment Foundation</i></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</a></p>	5
Targeted support for families facing logistical or financial barriers (uniform, free trips, subsidised clubs, assistance with technology for remote learning) and clear signposting to local support services.	<p>EEF &amp; sector guidance emphasise that removing material barriers supports attendance and engagement; parental engagement guidance recommends practical support and tailoring. [EEF – Parental engagement; EEF attendance resources].</p> <p><a href="#">EEF – Parental engagement</a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement">https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</a></p>	2
Targeted mentoring and pastoral support for vulnerable disadvantaged pupils (check-ins, mentoring, close liaison with parents and external agencies where necessary).	<p>Evidence on mentoring for attendance and outcomes is mixed; however, responsive, individually tailored interventions and mentoring can be part of effective multi-component approaches</p> <p><a href="#">EEF – Supporting attendance / Rapid evidence assessment</a></p>	2,3

	<a href="https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/summary-of-evidence"><u>https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/summary-of-evidence</u></a>	
Attendance strategy focused on responsive, family-led approaches: attendance officer/pastoral lead, early identification and conversation with families, tailored support packages (including problem-solving, transport or uniform support where needed), targeted parental communication nudges and incentives for improved attendance.	<p>EEF Attendance Rapid Evidence Assessment: evidence of promise for parental communication/engagement and responsive interventions tailored to individual barriers.</p> <p><a href="#"><u>EEF – Supporting attendance / Rapid evidence assessment</u></a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/summary-of-evidence"><u>https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/summary-of-evidence</u></a></p>	3
Whole-school parental engagement strategy: personalised communications (texts/emails) that include learning tips and simple activities linked to class topics (regular “what we are learning this week” messages with suggested activities), workshops at varied times, family learning packs, and targeted parent meetings for families of disadvantaged pupils.	<p>Parental engagement approaches show an average impact of +4 months when sustained and personalised; text-based nudges have evidence of small positive impacts. Implementation should be tailored and carefully monitored to avoid widening gaps. [EEF – Parental engagement].</p> <p><a href="#"><u>EEF – Parental engagement</u></a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement"><u>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</u></a></p>	2
Social, emotional and mental health (SEMH) provision: universal whole-class SEL teaching embedded into PSHE, eg. Zones of regulation, positive regard strategies and assemblies; targeted SEMH interventions eg. life coaching for children, mentored support for pupils with elevated needs, and staff training in trauma-informed practice.	<p>EEF: SEL interventions show moderate impact (+3 months) and can improve attitudes to learning and social relationships. Targeted approaches combined with whole-school embedding are most effective. [EEF – Social and emotional learning].</p> <p><a href="#"><u>EEF – Social and emotional learning</u></a></p> <p><a href="https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning"><u>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</u></a></p>	4
Targeted mentoring and pastoral support for vulnerable disadvantaged pupils (weekly check-ins, mentoring, close liaison with parents and external agencies where necessary).	<p>EEF: Evidence on mentoring for attendance and outcomes is mixed; however, responsive, individually tailored interventions and mentoring can be part of effective multi-component approaches (EEF attendance REA; EEF toolkit on mentoring). Use mentoring as part of wider responsive package. [EEF – Attendance REA / Mentoring].</p> <ul style="list-style-type: none"> <li>• <a href="#"><u>EEF – Supporting attendance / Rapid evidence assessment</u></a></li> </ul>	3, 4

School-community partnerships: strengthen links with local church, elderly residents and local employers to increase community projects and careers exposure (linked to existing successful activities).	Local community engagement supports pupils' cultural capital and aspiration; evidence on employer engagement and careers education shows benefits for aspiration when meaningful. [EEF – Employer engagement in education / Life skills & enrichment].	5
Breakfast Club and breakfast provided to support families	<p>'Breakfast clubs that offer pupils in primary schools a free and nutritious meal before school can boost their reading, writing and maths results by the equivalent of two months' progress over the course of a year.'</p> <p><i>Education Endowment Foundation</i></p> <p><a href="https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res">https://educationendowmentfoundation.org.uk/news/breakfast-clubs-found-to-boost-primary-pupils-reading-writing-and-maths-res</a></p>	3.5
Monitoring, evaluation and adaptation: regular termly review of Pupil Premium outcomes (attendance, attainment, SEMH measures) reported to governors and used to adapt interventions; use EEF implementation guidance to embed change.	EEF: "Putting Evidence to Work" and A School's Guide to Implementation highlight the importance of monitoring fidelity, adapting interventions and building evaluation into plans. [EEF – A School's Guide to Implementation].	1,2,3,4,5

**Total budgeted cost:** £148,978 (£15,868 from school's own budget)

## Part B: Review of the previous academic year

### Pupils in receipt of pupil premium funding – end of Key Stage 2 results

Reading, writing and maths (combined) - 70% pupils met the expected standard in RWM which is 3% above national others and 25% above national disadvantaged pupils from 2024. No disadvantaged pupils attained at the higher standard.

#### Reading

90% met the expected standard which is 11% above national others and 28% above national disadvantaged from 2024.

50% met the Higher Standard which is 17% above national others and 32% above national disadvantaged from 2024

#### Writing

70% met the expected standard which is 8% below national others and 12% above national disadvantaged from 2024

0% met the greater depth standard which is 16% below national others and 6% below national disadvantaged from 2024

#### Maths

90% met the expected standard which 11% above national others and 31% above national disadvantaged from 2024

30% met the higher standard which is 1% above national others and 17% above national disadvantaged from 2024

### Reception data

July 2025	School June 2025 % GLD	%Nat 2025
All YR	65	68
Boys	74	62
Girls	54	75
Pupil Premium	67	51
Others	65	73

## Phonics 2024-2025

Group 2024/2025 <b>Year 1</b>	School June 2023	School June 2024	School June 2025	Nat 2025
All (61)	87	77	89	80
Boys (27)	84	75	89	76
Girls (34)	89	79	88	84
<b>Pupil Premium (16)</b>	<b>75</b>	<b>43</b>	<b>81</b>	<b>67</b>
Others (45)	88	81	91	84

NB: Contextual factors affected the Y1 phonics screening score for 2023-2024

Group 2024/2025 <b>Year 2</b>	School June 2023	School June 2024	School June 2025	Nat 2025
All (60)	93	97	85	89
Boys (32)	93	94	72	86
Girls (28)	94	100	96	92
<b>Pupil Premium (8)</b>	<b>77</b>	<b>100</b>	<b>63</b>	<b>81</b>
Others (52)	98	96	88	92

NB: Contextual factors affected the Y2 phonics screening score for 2024-2025

## Year 6 2024-2025

Combined R,W & M 2024/2025	SATs 2025 Expected Standard %		SATs 2025 Higher Standard %		
	Group	School	Nat '24	School	Nat '24
All (57)	70	62 (2025)	5	8 (2025)	
Boys (29)	62	57	7	6	
Girls (28)	79	64	4	9	
<b>Pupil Premium (10)</b>	<b>70</b>	<b>45</b>	<b>0</b>	<b>3</b>	
Others (47)	68	67	6	10	

## After-school clubs

Attending any after-school club		Attending a physically active after-school club
Y1-Y6	%2024/2025	%2024/2025
All (386)	69	60
Boys (212)	69	60
Girls (174)	69	59
<b>Pupil Premium (74)</b>	<b>82</b>	<b>76</b>
Others (306)	65	56
SEN (38)	45	37

## Sporting competition

52% of KS2 have represented school

Boys 52%, Girls 51%, Pupil Premium 61%, Others 48%, SEN 52%

**Attendance** of pupil premium pupils declined in the year 2023-2024. This continues to be a big area of focus.

- PP attendance figures for end of 2023 -2024 was 94% (all 94.7%), 2024-2025 was 92.7%

## Externally provided programmes

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

Programme	Provider
Times Tables Rockstars	TT Rockstars
WellComm	GL assessments
Boxhall Profile	Nurture UK

# Further information (optional)

## Additional activity

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

- utilising our Inclusion leader, who is currently training as the school's mental health first lead, to train members of our staff team in mental health first aid. Alongside the programmes purchased through pupil premium funding, this will help us to develop our understanding of our pupils' needs, give pupils a voice in how we address wellbeing, and support more effective collaboration with parents.
- training for a member of staff to become a Positive Regard Instructor to lead on relational approaches within school
- Boxall Profile service available for all teachers to 'profile' children and identify key areas and interventions to support SEMH and behaviour
- offering a wide range of enrichment activities (in addition to extra-curricular clubs) to boost wellbeing, behaviour, attendance, and aspiration. Activities will focus on building life skills including confidence, resilience, and socialising. All pupils will participate.

## Planning, implementation, and evaluation

In planning our pupil premium strategy, we evaluated the impact of previous pupil premium strategies and the effectiveness of these so that we could tailor the funding towards the children and families in the most suitable way.

We triangulated evidence from multiple sources of data including assessments, engagement in class book scrutiny, conversations with parents, feedback surveys, students and teachers in order to identify the challenges faced by disadvantaged pupils.

We looked at a number of reports, studies and research papers about effective use of pupil premium, the impact of disadvantage on education outcomes and how to address challenges to learning presented by socio-economic disadvantage. We also looked at studies about the impact of the pandemic on disadvantaged pupils.

We used the [EEF's implementation guidance](#) and toolkit to help us develop our strategy, particularly the 'explore' phase to help us diagnose specific pupil needs and work out which activities and approaches are likely to work in our school. We will continue to use it through the implementation of activities.

We will evaluate the effectiveness of our three year approach every year and modify the plan where