St Helen Auckland Primary School

Pupil Premium Strategy 2024-2027

Rationale

St Helen Auckland Primary School is committed to providing the best possible education for every individual pupil. We have high aspirations and expectations for all of our pupils, and we believe that no child should be left behind. This includes making appropriate provision for pupils who belong to vulnerable groups including those who may be socially disadvantaged. We believe that it is not background that is important but a child's passion and thirst for knowledge, and dedication and commitment to learning that make the difference between success and failure. Consequently, we are determined to ensure that all of our pupils are given every opportunity to realise their potential.

Background

Pupil Premium funding is a government initiative that targets additional support at pupils from deprived backgrounds. This is because research has shown that such pupils underachieve compared to other pupils. The money is provided to ensure that schools are able to support these pupils in achieving their full potential. The government have used pupils who are entitled to free school meals (FSM) as an indicator of deprivation, and they allocate a fixed amount of money per pupil to schools each financial year based upon the number of pupils who have been registered for FSM at any point during the previous six years. An amount of money is also allocated to children who are looked after (LAC) and service children. The government does not dictate how this money should be spent but schools are expected to employ strategies that they are confident will 'diminish the difference' in attainment between those pupils which are considered to be deprived and those who are not. Schools are accountable for this allocation of resources and must demonstrate that pupils in receipt of Pupil Premium achieve well compared to other pupils. The funding is also used for the promotion of extended services to raise aspiration e.g., residential trips and for widening pupils' awareness of the wider cultural diversity e.g., trips, visitors to school.

Key Principles

By following these key principles, we believe that we can maximise the impact of our Pupil Premium spending:

High expectations

Providing a culture where staff believe in all children and no excuses are made for underperformance. We will strive to overcome barriers to learning for pupils and give every individual the best possible chance of success.

High Profile

Diminishing differences in attainment will receive the highest priority in school. We adopt a whole school approach with all staff involved in identifying pupils in need and the barriers to their learning. Pupil premium profiles are completed each term.

Early Intervention
We recognise that high quality early years provision with a strong emphasis upon developing early reading and number skills is crucial to all pupils, but particularly those who have experienced disadvantage in early life.

Inclusive Provision
We acknowledge that pupil premium pupils are not always socially disadvantaged and at risk of underachievement. Likewise, there are many pupils that we would consider to be vulnerable that are not in receipt of pupil premium funding and do not receive this additional funding.

High Quality Teaching and Learning
We recognise that the biggest factor in high standards of pupil attainment is high quality teaching and learning. We will continue to ensure that all pupils receive good teaching. We will ensure consistent application of key elements of teaching and learning such as planning, marking and assessment and carry out moderation activities to reinforce this. We give high priority to our appraisal systems for teachers and teaching assistants and ensure that high quality professional development is available to all staff.

Emphasis on Key Skills
We will concentrate our spending on achieving the highest possible standards in English and mathematics. This may be in the form of direct teaching and intervention or may be indirect through improving attendance, behaviour or access to resources and support. We place the highest Importance on the breadth of the curriculum. Pupils must access the very broadest opportunities.

Strategies

Identifying Need
Staff will assess the progress of PP pupils regularly. Pupils will also be consulted and asked how they feel they are progressing and if there are any areas in which they feel need additional support.

Identifying barriers to Learning
We recognise that pupils can experience many barriers to their learning and that these barriers can be long term or of a more short-term nature. We believe that it is vital that these barriers are identified and addressed in order for pupils to achieve their maximum potential. Analysis has shown that typical barriers may be:
- attendance and punctuality issues
- lack of support at home
- weak language and communication skills
- behaviour and emotional difficulties
- low confidence and self-esteem
- lack of resources to support homework

Use of Data
We acknowledge the importance of data and all staff are involved in its analysis so that they are aware of strengths and weaknesses across the school.

- Performance data is analysed each term in order to evaluate the performance of all pupils. Comparisons are made between pupil premium and non-pupil premium pupils within the school. This data is used to provide school improvement targets
- Pupil Premium pupils are clearly identified on our school's tracking system and their progress in reading, writing and mathematics is tracked at least termly.
- Data is used to monitor progress against annual targets. Pupils who are not making expected progress will be identified to receive specific interventions aimed at accelerating their progress.

Provision

We recognise that all of our pupils are individuals with varying needs and as such we employ a wide range of strategies aimed at ensuring that they achieve the highest standards of attainment. Provision is changed annually according to need. Our provision includes:

- Small group interventions
- Support with speech and language in the early years.
- SATs booster classes
- High quality feedback from staff
- Activities to support aspiration of pupils

Reporting

We will ensure that we comply with guidance on reporting the use of Pupil Premium issued by the Department for Education by publishing the following information on our school website:

- Our Pupil Premium strategy
- Our Pupil Premium Expenditure Report for the previous academic year detailing how the funding was spent and the impact that this had.
- Our Pupil Premium spending for the current academic year detailing how the funding is to be spent.
- The Pupil Premium Lead and headteacher report to the Governing Body on how effective provision has been in achieving its objectives.
- A pupil premium governor monitors pupil premium performance termly.

Pupil premium strategy statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our pupil premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

School overview

Detail	Data
School name	St Helen Auckland Community Primary School

Number of pupils in school	154 main school 40 nursery 194 in total
Proportion (%) of pupil premium eligible pupils	74 pupils – 48.05%
Academic year/years that our current pupil premium strategy plan covers **(3-year plans are recommended)**	2024-2027
Date this statement was published	1st September 2024
Date on which it will be reviewed	September 2026
Statement authorised by	Mrs J Elmes
Pupil premium lead	Mrs L Brown
Governor lead	Mrs M Hockaday

Summary Information 2025-2026				
Pupil Premium Funding	**Eligible Boys**	**Eligible Girls**	**Looked After Children**	**Service Children**
Number of eligible pupils: 74	31 (£1,515 x 31) £46,965	43 (£1,515 x 43) £65,145	4 (£2,630 X 4) £10,520	1 (£350 X 1)
Early Years Pupil Premium	**Eligible Pupils**	**Eligible Boys**	**Eligible Girls**	**Total EYPP Budget**
Number of pupils: 10	2 - 2 year olds (£5389.80 x 2) £10,779.60 8 3-4 year old pupils 6 pupils access 15 hours (£4006.80 x 6) £24,040.80 2 pupils access 30 hour (£7383.60 x 2) £14,767.20	0 2 years olds 6 pupils, 5 access 15hours, 1 access 30hours £27,417.60	2 - 2 year olds (£5389.80 x 2) £10,779.60 2 pupils, 1 access 15hours, 1 access 30 hours £11,390.40	Combined total £49,587.60

Total Number of Pupils (Inc. FTE)	194	**Number of Pupils Eligible**	**84**
Total Pupil Premium Budget	**£122,980** (plus £49,587.60 EYPP)	**% of Pupils Eligible**	**43.29%**

Summer 2025 Outcomes							
FS2 – 24 children Year 1 – 18 children	**PP Pupils**			**Other**			**SCH GAP**
	SCH	NA	DIF	SCH	NA	DIF	
Year 1 Phonics	75%			71.42%	81%	-10	+3
EYFS GLD	50%			62.5%	Not available		-12.5%

Summer 2025 Outcomes							
KS2 Year 6- pupils	**PP Pupils**			**Other**			**SCH GAP**
	SCH	NA	DIF	SCH	NA	DIF	
Expected Standard R	39.9%			53.5%			
Expected Standard W	53%			60.7%			
Expected Standard GPS	53.33%			71.4%			
Expected Standard M	53.33%			67.8%			
Expected Standard RWM				46.2%			

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year	**£122,980** (plus £49,587.60 EYPP)
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year	£172,567.60

Part A: Pupil premium strategy plan

At St Helen Auckland Primary and Nursery School our practice is developed to ensure the individual needs of our pupils are met, including those of our most vulnerable pupils. As a result of our work, Pupil Premium Funding is allocated based upon our understanding of the needs of the individual pupils, ensuring that they benefit from individualised programmes based on accurate understanding of what support best suits each pupil. Through this we aim to overcome barriers to learning and accelerate progress so that these pupils achieve similar outcomes to their peers and diminish the difference between those pupils entitled to Pupil Premium and those who are not.

Challenges

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

Challenge number	Detail of challenge

1	Low levels on entry of PP pupils, particularly in communication, literacy and language, reading and number.
2	Low levels of resilience and poor SEMH for some pupils (including those eligible for PP)
3	High numbers of PP pupils also have SEND including ASD, ADHD, learning difficulties, mental health and attachment needs, impacting upon academic progress.
4	Safeguarding concerns. Unsettled family arrangements leading to social and emotional difficulties affecting learning.
5	Low attendance/ High persistent absentee rates for some PP children
6	Social deprivation and parenting capacity (limited life and learning experiences)

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
Progress in Early reading and phonics.	• At the end of Foundation stage, maintain the gap between disadvantaged and others nationally in communication, language and literacy • At the end of Year 1, reduce the gap between disadvantaged pupils and others in school.
Raise overall attainment and progress in reading.	• At the end of Foundation stage, maintain the gap between disadvantaged and others nationally in reading. • At KS1, reduce the gap between disadvantaged pupils and others in school in reading. • At KS2, narrow the gap between disadvantaged and others in school and nationally.
Raise overall attainment and progress in writing.	• At the end of Foundation stage, maintain the gap between disadvantaged and others nationally in literacy. • At KS1, reduce the gap between disadvantages pupils and others in school in writing. • At KS2, narrow the gap between disadvantaged and others in school and nationally.

Raise overall attainment and progress in maths.	• At the end of Foundation stage, maintain the gap between disadvantaged and others nationally in number. • At KS1, reduce the gap between disadvantaged pupils and others in school in maths. • At KS2, narrow the gap between disadvantaged and others in school and nationally.
Increase level of most able and higher achieving pupils across school	• Increase the percentage of disadvantages pupils who achieve greater depth in reading, writing and mathematics and RWM combined at the end of each key stage (currently 0% of PP pupils in Year 2 and 6% of PP pupils in Year 6 achieved GD/Higher Standard RWM).
Increased emotional wellbeing, resilience, independence and positive behaviour of pupils.	• Increased resilience demonstrated by pupils • Children will settle quickly into school and learning, with any disruptions becoming a rarity. • A reduction in incidents of children requiring support and/or emotional wellbeing interventions.
At least expected progress for PP pupils who also have SEND	• At the end of Foundation stage, reduce the gap between disadvantaged and SEND PP children • At KS1, continue to reduce the gap between disadvantaged and SEND PP children • At KS2, narrow the gap between disadvantaged and SEND PP children
All safeguarding concerns are identified and addressed quickly and effectively.	• Safeguarding concerns will be raised by staff via CPOMS to designated safeguarding leads. • Early Help Assessments will be submitted • TAF, CLA and Child protection meetings attended and actions completed
Improved rates of attendance and punctuality and decreased persistent absentee rates	• Overall attendance to be in line with national (currently 92.39%) • Reduce gap between disadvantaged and others. • PA for all pupils will be in line with national, with the gap between disadvantaged and others to fall (PA for PP pupils 4.7% compared to 1.4% for non-PP pupils)

Provide support for low-income pupil premium pupils and their families	• Improved attendance rates through provision of subsidised breakfast and after school clubs. • Improved academic engagement through provision of wider curriculum (school visits and visitors) • Improved parental engagement through participation events, designated support and signposting.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £86,283.80

Activity	Evidence that supports this approach	Challenge number(s) addressed

EYFS, Phonics and Early Reading Access training with a focus on improving QFT in all core areas of the curriculum. Strengthen early reading, phonics, fluency, and comprehension teaching. Close the disadvantaged gap through targeted intervention and high quality teaching. All staff to receive training to deliver early reading and phonics effectively. Refined and amended planning documents to ensure coverage of new curriculum as well as coverage of any missed areas of the curriculum. Implement Little Wandle phonics programme from Nursery.	The Teacher Development Trust – Developing Great Teaching – one of the key findings in this review states that professional development opportunities that are carefully designed and have a strong focus on pupil outcomes have a significant impact on student achievement. EEF Research found that qualified teachers tend to get better results when delivering phonics interventions (up to twice the effectiveness of other staff), indicating that pedagogical expertise is a key component of successful teaching of early reading. EEF research suggests that Phonics approaches have been consistently found to be effective in supporting younger readers to master the basics of reading, with an average impact of an additional four months' progress. Research suggests that phonics is particularly beneficial for younger learners (4–7-year-olds) as they begin to read. On average, children who are involved in communication and language approaches make approximately six months' additional progress over the course of a year. All children appear to benefit from such approaches, but some studies show slightly larger	1

	effects for children from disadvantaged backgrounds.	
Early Star reader access for all children.	An EEF and Durham University study found that 'The internet-based programme increased the reading age of pupils by three additional months in just 22 weeks. The effect on low-income pupils was even greater, with their reading age improving by five additional months in the same amount of time'.	
Retention of experiences and highly qualified teaching and support staff.	EEF recommendation that ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school.	

Reading, Writing and Maths progress Access to training with a focus on improving QFT in all core areas of the curriculum. Whole school monitoring to ensure high levels of teaching and learning throughout school in all subjects. Moderation with other primary schools within the Learning trust Strengthen assessment and tracking to identify reading gaps earlier. Refined and amended planning documents to ensure curriculum coverage and breadth, with a focus on any gaps and missed/forgotten learning. Raise attainment in RWM combined, particularly for disadvantaged pupils. MyOn and Accelerated reader access for all children.	The Teacher Development Trust – Developing Great Teaching – one of the key findings in this review states that professional development opportunities that are carefully designed and have a strong focus on pupil outcomes have a significant impact on student achievement. The agreement or moderation of assessment judgements is essential so that all those involved (e.g., teachers, pupils, parents and local authorities) can make effective use of the information. Moderation is used to ensure that the assessment judgements made for any one pupil are accurate, fair, comparable with those made for all other pupils in the same class, and consistent with those made in other classes and in other schools. (NfER) EEF toolkit suggests that on average, reading comprehension approaches improve learning by an additional 5 months' progress over the course of a school year. These approaches appear to be even more effective for older	1

TTRockstars access for all children, strengthen recall strategies for disadvantaged pupils though daily fluency practice. Retention of experiences and highly qualified teaching and support staff.	readers (aged 8 years or above) who are not making expected progress. Studies consistently find that digital technology is associated with moderate learning gains: on average, an additional four months' progress. EEF recommendation that ensuring an effective teacher is in front of every class, and that every teacher is supported to keep improving, is the key ingredient of a successful school.	

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

Budgeted cost: £51,770.30

Activity	Evidence that supports this approach	Challenge number(s) addressed

Social Emotional and Mental Health needs Identification and engagement of most vulnerable children and families. Identified support staff for specific support/programmes Therapeutic interventions delivered by qualified staff (Lego Therapy, Draw and Talk therapy) Greater need for pastoral and family support services including referrals to other agencies: • EWEL • Peace of Mind • CAMHS Use of Teaching Assistants to provide focussed	Public Health England stated that schools have an opportunity to increase the resilience of the students they teach. There are a number of specific strategies that teach social and emotional skills as part of a wider strategy, which have shown some positive results, e.g., social and emotional learning (SEL) programmes Effective SEL can lead to learning gains of +4 months over the course of a year. (EEF) Evidence suggests that offering more specialised programmes which are	2
support and interventions specifically in Mathematics. Tutoring applied for targeted pupils. All year groups to prioritise writing, modelling, and structured intervention. Close the disadvantaged and SEND gap through targeted intervention and high quality teaching	targeted at children with either behavioural issues or behaviour and academic problems, will have a positive impact on attainment especially for older children. (EEF) EEF evidence suggests that, on average, behaviour interventions can produce moderate improvements in academic performance along with a decrease in problematic behaviours.	

SEND support Detailed intervention programmes delivered by qualified teaching assistants.	Small group and 1:1 interventions with highly qualified staff have shown to be effective (EEF Toolkit)	3

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

Budgeted cost: £ 34,513.50

Activity	Evidence that supports this approach	Challenge number(s) addressed
Safeguarding and Welfare Use of CPOMS to quickly and effectively address safeguarding concerns Designated staff to provide support and advice to parents, liaise with other agencies and attend TAF meeting. Use of Clennell Education Solutions to provide operational support, advice and training for staff and parents to address safeguarding, attendance and behaviour concerns.	Safeguarding software helps schools to keep and accurate record of their concerns which can be relied upon for evidence in court proceedings. It facilitates secure information sharing, while enabling schools to remain compliant with data protection regulations. (TES) Schools play an essential role in protecting children from abuse. They have regular contact with children and young people so are in a strong position to identify signs of abuse and neglect (NSPCC) Additional support and concerns can be quickly identified and actions can be taken, e.g., meetings with parents, referrals to outside agencies. Families need support for social and emotional issues – their own and that of	4, 6
	their children. School staff can provide support for families, working towards more positive outcomes.	

Attendance and Persistent absence Subsidised breakfast clubs and after school clubs for disadvantaged pupils to encourage attendance and punctuality Targeted supported for identified families. Designated staff directed to focus on attendance as part of role in engaging with parents: • First day absence phone calls • Analysis of data • Support for pupils • Support and challenge for target families Improve attendance and reduce persistent absence, which strongly affects outcomes.	Evidence shows that providing a healthy school breakfast at the start of the school day can contribute to improved readiness to learn, increased concentration, and improved wellbeing and behaviour. (DfE) EEF evidence indicates that, on average, pupils make two additional months' progress per year from targeted use of before and after school programmes. There is some evidence that disadvantaged pupils benefit more, making closer to three months' additional progress. In the guidance document 'Working together to improve school attendance' the DfE state that: "At all stages of improving attendance, schools and partners should work in partnership with pupils and parents collaboratively to remove any barriers to attendance by building strong and trusting relationships and working together to put the right support in place"	5
Social deprivation All children can access wider curriculum opportunities including school trips and residential visits Subsidised breakfast clubs and after school clubs for disadvantaged pupils	Overall, studies of outdoor learning experiences consistently show positive benefits on academic learning. On average, pupils who participate in outdoor learning experiences make approximately four additional months' progress. There is also evidence of an impact on non-cognitive outcomes such as self-confidence. (EEF)	6

Total budgeted cost: £172,567.60

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.

Teaching Strategies

High-Quality Phonics and Reading Practice

All KS1 and Early Years staff undertook refresher training to strengthen the delivery of phonics and guided reading. This has ensured greater consistency across phases and improved the quality of early reading provision.

Stretch and Challenge for More Able Readers

Early Star Reader was introduced for Year 1 pupils exceeding expectations in phonics and reading. This has provided appropriate challenge, maintaining progress for higher attainers and preventing plateau.

Promoting a Reading Culture

Accelerated Reader has been actively promoted through monthly tracking and whole-school celebrations. This approach has successfully raised engagement, particularly among disadvantaged pupils, and fostered a positive culture of reading across the school. Inter-class competition has been a motivating factor for many pupils.

Homework Policy Review

A simplified homework policy, with a clear focus on reading, spelling, and core number facts, has been developed for implementation in September. This will ensure consistency of expectations and stronger alignment with school priorities.

Targeted Support for Disadvantaged Pupils

Systematic use of Little Wandle assessment data has enabled the early identification of disadvantaged pupils at risk of falling behind. Targeted interventions have been put in place and are being regularly reviewed for impact, ensuring gaps are addressed swiftly.

Early Years Foundation in Phonics

Little Wandle has been fully embedded in Nursery, strengthening early phonics foundations and ensuring progression into Reception.

Phonics Screening Preparation

Focused preparation for the Phonics Screening Check has continued, with additional targeted support for pupil premium children in Year 1 and for Year 2 retakes. This ensures early identification of needs and timely intervention.

Support for Older Pupils Below Age-Related Expectations

Literacy Gold has been implemented in Years 4, 5, and 6 to provide structured support for pupils working below age-related expectations. Early indications suggest this is having a positive impact on confidence and attainment.

Targeted Intervention

Whole-School Monitoring

Spring monitoring was completed during the week beginning 17th February 2025, ensuring consistent oversight of teaching, learning, and intervention impact.

Collaboration and Moderation

All year groups took part in trust-wide moderation during the spring term. This provided consistency in assessment judgments and supported accurate identification of pupils requiring additional support.

Staff Development

Teaching Assistant appraisals were completed in February 2025, with training needs identified and discussed with JE. Lesson observations and feedback were carried out week beginning 19th May 2025 to ensure high-quality delivery of interventions.

Early Identification and Support

Referrals were made promptly following parent communication by JE/LB/ HA, ensuring timely access to additional support services. All Col Credits were utilised, with referrals made to Communication and Interaction, Cognition and Learning, EWEL, and Speech and Language services.

Refined Intervention Approach

From Spring 1, the whole-school intervention model was revised to ensure provision was more closely tailored to pupil needs. Parents were informed of new approaches, and staff were trained where required to deliver effective interventions.

Monitoring and Impact Evaluation

The effectiveness of revised intervention strategies has been monitored and evaluated, with summer interventions updated in response to pupil progress data and teacher feedback. Evidence shows that targeted support is helping to close gaps, particularly for disadvantaged pupils.

Parental Engagement

Parent meetings and SEND review meetings in May 2025 have further strengthened parental involvement. Regular updates on pupil progress and next steps have enhanced trust and collaboration between school and families.

Wider Strategies

Safeguarding and Monitoring

All staff consistently use CPOMS, with SLT monitoring entries closely and discussing concerns in weekly leadership meetings. Identified trends and repeated concerns have led to proactive interventions and, where appropriate, involvement of external agencies.

Good practice in the effective use of CPOMS has been shared with staff to strengthen consistency.

Multi-Agency Collaboration

Relevant class teachers, JE, and LB regularly attend Team Around the Family (TAF) meetings and Personal Education Plan (PEP) reviews. The progress of agreed actions is closely monitored to ensure timely implementation and impact.

Attendance as a Priority

Attendance continues to be a key school focus. Communication with parents is maintained through Facebook, newsletters, and ParentPay. Incentives include an additional 10 minutes of playtime each week for pupils achieving 100% attendance, alongside a whole-school termly target of 90% or above. Classes meeting this target consistently for 10 weeks receive a collective reward. Attendance progress is tracked weekly and displayed in classrooms, maintaining visibility and accountability.

Targeted Attendance Support

Weekly attendance data is analysed to identify pupils at risk, particularly those in receipt of pupil premium. Persistent absentees are referred to the local authority where appropriate, ensuring robust follow-up. Early Help referrals are also made and tracked when attendance or safeguarding concerns persist, supporting families to improve outcomes.

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	Maths Circle Ltd
Little Wandle Letters and Sounds	Wandle Learning Trust
Literacy Gold	Engaging Eyes Limited
The Fluency Factory	The Fluency Factory
Ready Steady Write	Literacy Counts
White Rose Maths	White Rose Education

Service pupil premium funding (optional)

For schools that receive this funding, you may wish to provide the following information:

Measure	Details

How did you spend your service pupil premium allocation last academic year?	Funding was used to: • Increase levels of resilience and independence for pupils through specific PSHE teaching. • Address and emotional issues experiences by pupils through therapeutic interventions delivered by a qualified Learning Mentor • Provided parental support in relation to home needs and encourage increased involvement of parents in supporting
	pupils through parent participation events, support from designated staff and signposting. • Identify and support for any gaps in learning that may occur due to time away from school necessary due to parental deployment away from home, through catch up sessions planned and delivered by class teachers and teaching assistants.
What was the impact of that spending on service pupil premium eligible pupils?	• Funding was used to provide pastoral and academic support, focusing on wellbeing, stability, and continuity of learning. • Eligible pupils accessed small-group and targeted interventions, helping to close gaps in phonics, reading, and core maths skills. • Progress was monitored regularly, with provision adapted to meet individual needs. • Pupils showed improved emotional resilience and engagement in school life. • Strong pastoral support and close communication with families ensured pupils settled quickly during transitions. • Attendance remained consistently high for service pupils. • Increased participation in enrichment activities supported wellbeing, social integration, and wider school engagement. • Overall, spending reduced barriers to learning and supported both academic progress and emotional wellbeing.

Part C: Governance – monitoring the effectiveness of the Pupil Premium Strategy

Governors are involved in evaluating our Pupil Premium Strategy termly. Please see below a brief summary of discussions about the effectiveness of the strategy to address the intended outcomes.

Activity	Autumn 2025 Evaluation	Committee Date
Teaching Priorities	**Ready Steady Write (Reception–Year 6)**	

	• Whole-school implementation introduced this term to raise writing attainment, especially for Pupil Premium pupils. • Aim: Increase the proportion achieving Greater Depth by Year 6 SATs. • November 2025 observations show strong early implementation. • Staff now using consistent modelling, scaffolding, and structured writing approaches. • Early feedback: Improved engagement and higher expectations for written work. **NFER Assessments (Year 2–Year 6)** • Assessment Week: 1st December. • Tests: Reading, Writing, and Maths. Purpose: ○ Provide reliable termly data. ○ Identify gaps for Pupil Premium pupils. ○ Inform interventions and resourcing for spring term. ○ Track progress systematically.	
Targeted Academic Support	**Targeted Interventions Led by Teaching Assistants** Each TA now leads a designated intervention area: • Managing Emotions • Outdoor Learning • Maths • Literacy Gold • Phonics • Fine Motor Skills • Handwriting Aims: • Build emotional resilience. • Close attainment gaps. • Strengthen SEND and Pupil Premium provision. • Improve classroom readiness and confidence. **Early impact:** Improved engagement and development of core learning behaviours.	
Wider Strategies	**Attendance** • Attendance remains a key priority, particularly for disadvantaged pupils. • Current whole-school attendance: **93%** (up from 92.1% last year). Actions taken:	

	○ 1 pupil placed on a support plan (attendance now improving). ○ 1 family referred to County due to persistent non-engagement. ○ Attendance letters issued to all parents. Priority groups: ○ Pupils eligible for Free School Meals. ○ Persistent absentees (below 90%). **Emotional and Social Wellbeing** ***Peace of Mind – Year 5*** • Supports mental wellbeing with practical strategies for stress, anxiety, and emotional regulation. • Pupils report improved confidence and self-awareness. ***General Wellbeing Approach*** • Emotional resilience remains central to the Pupil Premium strategy. **Safeguarding and Personal Development** • KS1 and KS2 assemblies focused on the NSPCC message: **Speak Out, Stay Safe**. • Ensures all pupils, including disadvantaged pupils, know how to seek help. • Staff report increased pupil confidence in sharing concerns.	

Activity	Spring 2026 Evaluation	Committee Date
Teaching Priorities	• During the Spring term, the school has moved from initial implementation to embedded practice, particularly in writing and curriculum delivery. *Ready Steady Write* is now fully implemented across Reception to Year 6, with trust-wide moderation strengthening the accuracy and consistency of teacher assessment. Monitoring confirms that staff are confidently applying consistent modelling, scaffolding and structured approaches, with clear progression in writing evident across year groups. • In addition, Senior Leaders have monitored the teaching of science through *Developing Experts*, identifying strong progression across the wider curriculum. This reflects a growing strength beyond English, indicating improved curriculum coherence. Staff professional development, including training on anxiety (*Piece of Mind*) and collaboration with the Educational Psychologist, has strengthened adaptive teaching and inclusive practice.	5th May 2026

	Increased consistency in teaching and assessment across the school. Improved consistency in teaching and the full implementation of structured approaches such as Ready Steady Write have supported Pupil Premium pupils to make better progress, particularly in writing, through clearer modelling and higher expectations.	
Targeted Academic Support	• Targeted support has become more refined, responsive and personalised over the Spring term. Building on Autumn's structured intervention model, systems now ensure earlier and more precise identification of need. The introduction of the *Early Identification of Need* recording system, alongside an updated SEN register and increased TAF meetings, has strengthened provision for vulnerable pupils. • Multi-agency working has significantly increased, including collaboration with speech and language therapists, occupational therapists, SENDIASS and other professionals. All teaching staff have engaged with the Educational Psychologist to discuss pupils of concern, further enhancing provision. Parental engagement has also improved through consultations and SEND review meetings, supporting a more joined-up approach. • Earlier identification of need and more personalised, multi-agency interventions have enabled Pupil Premium pupils to receive timely support, helping to close gaps in learning and improve engagement.	5th May 2026
Wider Strategies	• Wider strategies have developed from reactive approaches to more proactive and strategic systems, particularly in attendance and family engagement. Attendance remains a priority, with improved systems including class-level tracking, clear monitoring processes, and direct parental contact when attendance falls below 90%. Support plans and referrals to the Local Authority are used where appropriate. Current whole-school attendance: **93%** (up from 92.1% last year). • Safeguarding systems remain strong, with all staff using CPOMS effectively and Senior Leaders completing refresher training. Increasing numbers of TAF meetings and strengthened multi-agency working demonstrate a proactive approach to supporting families.	5th May 2026

	• A significant strategic development is the focus on parental engagement through the PIC (Purposeful Inclusive Conversations) project, now identified as a key priority to improve outcomes. This is supported by initiatives such as SEND coffee mornings, which have been well attended. • Enrichment opportunities have been broadened, with high levels of pupil participation in clubs, events and wider experiences (e.g. sports events, Mini Police, World Book Day). A grant to expand Early Years provision reflects forward planning to meet increasing demand. • Enhanced attendance systems, stronger parental engagement and increased access to enrichment opportunities have reduced barriers to learning for Pupil Premium pupils, improving their wellbeing, inclusion and readiness to learn.	

Activity	Summer 2026 Evaluation	Committee Date
Teaching Priorities	In Reception, 100% of Pupil Premium pupils achieved the Communication and Interaction Early Learning Goal (ELG). However, 57.14% achieved the Literacy ELG and 60% achieved the Mathematics ELG. This demonstrates a strength in communication and interaction, while identifying early literacy and mathematics as priorities for continued development. At the end of Year 1, 40% of Pupil Premium pupils achieved the expected standard in reading and writing, compared with 27.27% of pupils with SEND. In maths, 53.33% of Pupil Premium pupils and 45.45% of pupils with SEND achieved the expected standard. In Reception, outcomes for pupils with SEND were lower than those for Pupil Premium pupils in writing and maths, reinforcing the need for adaptive teaching and consistent support from the earliest stages of education. In Year 6, 63.63% of Pupil Premium pupils were on track in reading, while 54.54% were on track in maths. Additionally, 9.09% of Pupil Premium pupils achieved greater depth across reading, writing and maths. This demonstrates that some disadvantaged pupils are achieving highly, while the wider attainment figures indicate the continued need to strengthen outcomes for all disadvantaged learners.	

Targeted Academic Support	Targeted academic support has continued to provide additional opportunities for pupils to address gaps in learning, consolidate key skills and develop confidence. Provision includes phonics and reading interventions, Literacy Gold, small-group maths support and personalised interventions for pupils with additional needs. The end-of-year outcomes highlight the importance of maintaining and refining this provision. Although Pupil Premium pupils are making progress, the proportion working at the expected standard in reading and writing remains below the overall class figure. Maths outcomes also identify a continued need for focused support, particularly in securing foundational knowledge and developing independence when applying mathematical skills. In Reception, 57.14% of Pupil Premium pupils achieved the Literacy ELG and 60% achieved the Mathematics ELG. These outcomes reinforce the importance of early identification and timely intervention to support language development, early reading, writing readiness and mathematical understanding. In Years 1 and 2, assessment information showed that more pupils with SEND made progress in reading than in writing and maths. This identifies reading as a relative strength in the progress made by this group, while highlighting the need to review the effectiveness of writing and maths provision. Teaching staff will continue to use assessment information and pupil progress discussions to identify specific barriers, adapt provision and ensure that interventions address pupils' individual needs. The Early Identification of Need recording system, updated SEND register and increased collaboration with external professionals have strengthened the identification of pupils requiring additional support. Intervention effectiveness will continue to be evaluated through assessment outcomes, progress records, examples of work and pupils' ability to apply newly acquired skills in the classroom. SATS 2026 Maths – 76.2% - above the National Average Reading – 76.2% - above the National Average	

	Writing – 71.4% - very close to the National Average SPaG 81% - above the National Average	
Wider Strategies	Attendance remains a key priority in reducing barriers to learning for disadvantaged pupils. From Year 1 to Year 6, overall attendance was 91.92%, compared with 90.72% for Pupil Premium pupils. When Reception is included, overall attendance was 91.71%, compared with 90.66% for Pupil Premium pupils. These figures demonstrate that attendance for disadvantaged pupils remains below the whole-school figure and requires continued targeted action. As of July 2026, persistent absence remained a significant concern, with 45 pupils identified as persistent absentees. Of the 74 pupils eligible for Pupil Premium funding, 34 (45.9%) were persistently absent. In addition, 18 of the 54 pupils with SEND (33.3%) were persistently absent. We continue to use class-level tracking, direct parental contact when attendance falls below 90%, support plans and referrals to the Local Authority where appropriate. The focus remains on identifying barriers early, strengthening communication with families and improving access to education. The PIC (Purposeful Inclusive Conversations) project has been initiated to strengthen parental engagement and develop more accessible opportunities for families to work in partnership with school. A calendar of events is scheduled to begin in the 2026–2027 academic year. This work aims to improve communication, strengthen relationships with families and support parents and carers to access appropriate advice and services. Safeguarding systems, CPOMS and multi-agency working continue to support vulnerable pupils and their families. We also focus on enrichment and inclusion, ensuring that disadvantaged pupils can participate in wider school experiences that support their wellbeing, confidence and readiness to learn. Priorities for the next academic year will include improving attendance for disadvantaged pupils, embedding the PIC project, strengthening parental engagement and evaluating the impact of wider strategies on pupils' engagement and educational outcomes.	