



Pupil premium strategy statement 2025- 2028

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils, to '**do all the good we can**' to enable all children to flourish.

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	Richmond Methodist Primary and Nursery School
Number of pupils in school	299
Proportion (%) of pupil premium eligible pupils	10% Pupil Premium (53 pupils – 9 of which are on the SEND register and 2 have an EHCP) Service pupil 7%
Proportion (%) of pupil premium eligible pupils as of December 2024	53 pupils – 21 Service Pupils 32 Pupil Premium
Academic year/years that our current pupil premium strategy plan covers	2025/2026
Date this statement was published	December 2025
Date on which it will be reviewed	July 2026
Statement authorised by	Sharon Stevenson, Headteacher
Pupil premium lead	Joe Larder, Deputy Headteacher
Governor	Kathleen Bradley

Funding overview

Detail	Amount
Pupil premium funding allocation this academic year:	£55,830
FSM 6	£48,480
Service Pupils	£7,350
Pupil premium funding carried forward from previous years (enter £0 if not applicable)	£0
Total budget for this academic year If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year	£55,830 allocated to school

Part A: Pupil premium strategy plan

Statement of intent

Ultimate objectives for disadvantaged pupils:

- Close the attainment gap between disadvantaged pupils (including those with SEND and service children) and their peers so that disadvantaged pupils make at least expected progress and a majority reach age-related expectations (and higher where appropriate) in reading, writing and mathematics.
- Ensure all disadvantaged pupils have excellent access to high-quality, knowledge-rich teaching, targeted academic support when needed and the non-academic supports (attendance, SEMH, enrichment) required to access learning consistently.
- Improve disadvantaged pupils' personal development, cultural capital and readiness for the next stage of education so they leave RMS as confident, resilient and aspirational young people who "do all the good they can".

How this strategy works towards those objectives:

- We follow the DfE "Menu of Approaches" three-tier model (Tier 1 High-Quality Teaching; Tier 2 Targeted Academic Support; Tier 3 Wider Strategies). Investment is prioritised on high-impact, evidence-informed approaches (particularly those identified by the Education Endowment Foundation) while also funding local provision required by our context (e.g., sensory room, Thrive).
- We use a needs-led process: identify individual barriers (data, teacher assessment, SENCo, pastoral teams), select evidence-based actions targeted to those barriers, implement with clear roles and timeframes, and measure impact using agreed success criteria.
- We combine school-led capacity-building (CPD, curriculum development, improved TA deployment, metacognitive approaches) with targeted provision (short-term structured interventions, small-group/1:1 tuition linked to classroom learning) and wider supports (SEMH, attendance, enrichment) so that academic interventions are not undermined by non-academic barriers.

Key principles of the strategy:

- Children-first, evidence-informed: decisions are grounded in high-quality research (EEF guidance and Toolkit, DfE guidance) and local diagnostic assessment.
- Quality-first teaching is the first and largest lever: Pupil Premium supports improvements to classroom teaching that benefit all pupils, with additional targeted support where needed.
- Targeted support is short, clearly defined, linked to classroom learning, and progress-monitored (timetable, pre/post assessment, exit criteria).
- TAs supplement, not replace, teacher-led high-quality instruction; where TAs deliver interventions they will be trained in structured programmes and monitored.

- Whole-school, multi-agency and family work for attendance and SEMH: flexible responses for individual families and children, combining school capacity with external services where needed.
- Stewardship and transparency: governors review Pupil Premium spend and outcomes; the strategy is published and reviewed annually.

Framework note (OFSTED):

- This strategy is aligned to the OFSTED inspection focus areas (Safeguarding; Inclusion; Curriculum and Teaching; Achievement; Attendance and Behaviour; Personal Development and Well-being; Early Years; Leadership & Governance) and supports the school's priorities set out in the 2025 OFSTED framework.

Challenges

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

Challenge number	Detail of challenge
1	Complex barriers: 9/53 Pupil Premium (PP) children receive SEND support; 10 PP children present regular dysregulation/SEMH needs. 18 pupils overall require additional SEMH support; 33% of pupils receiving SEMH support are disadvantaged; service children show increasing emotional support needs. These combine to reduce access to teaching and slow progress.
2	Attendance-related barriers among disadvantaged pupils: Disadvantaged absence 5.3% (school 3.8%); PP persistent absence 14.3% (school 6.3%); 40.8% of disadvantaged pupils fall into low attendance category (90–95%). Four pupils were persistent absentees for two consecutive years. Reasons include medical need, family well-being, and other home factors.
3	Low and variable attainment for disadvantaged pupils across phases: EYFS GLD 0/2 PP; Year 1 phonics 0/2 PP; Year 2 phonics 1/3 PP. KS2 small PP cohort: RWM EXS+ 1/8; Reading EXS+ 3/8; Writing EXS+ 2/8; Maths EXS+ 2/8; GPS EXS+ 3/8. Higher standard (HS) very low. Attainment gap to non-disadvantaged is evident and needs closing.
4	Reduced in-school support capacity: budgetary decisions and staff turnover have reduced GTA/TA hours (vacancies not filled; staff left/not replaced), reducing available adult-led intervention capacity at times when demand for targeted support has risen.

5	Limited breadth of cultural, extracurricular and enrichment experiences for many disadvantaged pupils which reduces cultural capital, engagement and the lived context for the curriculum.
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Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

Intended outcome	Success criteria
Improved SEMH and increased classroom engagement for disadvantaged pupils (addressing Challenge 1)	<ul style="list-style-type: none"> • Annual reduction in the number of disadvantaged pupils requiring high-level SEMH crisis intervention by 30% (baseline: 18 requiring SEMH support). • Thrive/SENSORY/Thrive-Plus attendees show improved regulation on school monitoring tools (individual target improvement e.g., 2-step on Thrive outcomes) within a term of targeted support. • Fewer SEMH-related lesson withdrawals; increased time-on-task measured in lesson observations and teacher reports.
Improved attendance for disadvantaged pupils and reduced persistent absence (addressing Challenge 2)	<ul style="list-style-type: none"> • Overall disadvantaged absence reduced from 5.3% to $\leq 4.0\%$ within 12 months. • Disadvantaged persistent absence reduced from 14.3% to $< 8\%$ within 12 months. • Percentage of disadvantaged pupils in low attendance category (90–95%) reduced from 40.8% to $< 25\%$ within 12 months.
Increased attainment and progress in reading, writing, phonics and maths for disadvantaged pupils (addressing Challenge 3)	<ul style="list-style-type: none"> • EYFS: Disadvantaged GLD increases from 0/2 to at least 50% of disadvantaged Reception pupils

	<p>achieving GLD (or cohort-appropriate improvement) within one year.</p> <ul style="list-style-type: none"> • Phonics: Year 1/2 PP phonics pass rate improved to be in line with whole-school average (Year 1 target: at least 70% for PP pupils). • KS2: Percentage of disadvantaged pupils achieving EXS+ combined RWM increases from 1/8 to at least parity with the non-disadvantaged cohort in-school within two years; measurable termly progress towards that goal using internal data (e.g., increase mean scaled scores in reading and maths).
<p>Strategic and effective deployment of teaching assistants and staff capacity to deliver interventions (addressing Challenge 4)</p>	<ul style="list-style-type: none"> • All TA-delivered interventions are structured, time-limited and linked to classroom learning; at least 80% of TA sessions show positive impact on target outcomes in short-cycle assessments. • Staff CPD in targeted programmes completed by 100% of TAs involved in interventions.
<p>Broader curriculum access and cultural capital increased for disadvantaged pupils (addressing Challenge 5)</p>	<ul style="list-style-type: none"> • All disadvantaged pupils offered funded access to at least two enriched experiences per year (trips, music lessons, clubs). • 90%+ uptake of extracurricular provision by disadvantaged pupils; Year 6 disadvantaged participation in residential funded where required.

Activity in this academic year

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

Teaching (for example, CPD, recruitment and retention)

Budgeted cost: **£17,378**

Activity	Evidence that supports this approach	Challenge number(s) addressed
<p>Increasing the role of the SENDCo (from 0.2 to 0.4 per week) to support social and emotional wellbeing</p>	<p>Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions.</p> <p>EEF Social and Emotional Learning - Moderate impact based on very low cost (+4 months progress).</p> <p>EEF_Social_and_Emotional_Learning.pdf(educationendowmentfoundation.org.uk)</p> <p>Pupil and staff feedback has highlighted the impact and success on running Nurture groups during the 2023-24 school year and we wish to broaden this offer to reach more pupils at different points in the day to support the mental health and wellbeing of our pupils.</p>	<p>1,2& 3</p>
<p>Whole-school CPD programme: implement EEF-recommended metacognition & self-regulated learning approaches across the curriculum (SLT-led termly CPD; half-termly coaching cycles; classroom modelling; structured "plan, monitor, evaluate" routines). Include specific training</p>	<p>EEF Guidance Report: Metacognition and Self-Regulated Learning — guidance, recommendations and classroom tools (Metacognition and Self-Regulated Learning — EEF)</p>	<p>3, 2</p>

for EYFS and KS1 staff on scaffolding.		
<p>CPD for staff including TAs around supporting children emotionally and behaviourally</p> <p>Cost of training staff to be able to deliver ELSA programme(3 x trained staff members) and the Thrive Programme</p>	<p>There is extensive evidence associating childhood social and emotional skills with improved outcomes at school and in later life (e.g., improved academic performance, attitudes, behaviour and relationships with peers).</p> <p>EEF Social and Emotional Learning - Moderate impact based on very low cost (+4 months progress).</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	1,2&3
<p>Embed dialogic/oral-language development (dialogic teaching, talk partners, structured classroom discussion) and targeted EYFS language support (Nuffield/NELI-style approaches) to close oral language and vocabulary gaps. Provide HLTA release to deliver group language sessions and link to phonics teaching.</p>	<p>EEF Toolkit: Oral Language Interventions and Guidance on Early Language (EEF oral language / NELI evidence) (Social and Emotional Learning — EEF) — see also EEF Early Years evidence and Nuffield Early Language Intervention evidence within EEF resources ([Metacognition and Self-Regulated Learning — EEF], relevant NELI references in Teaching Assistant guidance and EEF toolkits). (Use of dialogic teaching referenced in EEF materials and Promising Programmes).</p>	1, 3
<p>Subscription to a DfE validated Systematic Synthetic Phonics programme to secure stronger phonics teaching for all pupils. Purchase of additional Little Wandle Letters and Sounds Revised resources and diagnostic testing.</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>EEF Phonics Learning – research suggests high impact for very low cost (+5 months progress).</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/phonics</p>	4
<p>Curriculum sequencing and teachers' subject knowledge: allocate half-day per term for</p>	<p>EEF guidance on improving subject teaching and the role of curriculum and teacher knowledge (Teaching and</p>	3

<p>subject leaders (as per school improvement priorities) to carry out curriculum monitoring (book looks, pupil voice, staff support); develop subject-specific pedagogical CPD (writing framework implementation: Literacy Tree and DfE writing framework support).</p>	<p>Learning Toolkit / EEF guidance and DfE non-statutory guidance on writing/maths) (Teaching and Learning Toolkit — EEF; DfE non-statutory maths guidance)</p>	
<p>The maths team to engage with the local maths hub to sustaining teaching for mastery across all year groups, from R to Y6.</p> <p>Additional HLTA 0.5 to support the teaching of maths in smaller, single year groups across KS2.</p>	<p>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:</p> <p>Maths guidance KS 1 and 2.pdf (publishing.service.gov.uk)</p> <p>The EEF guidance is based on a range of the best available evidence:</p> <p>Improving Mathematics in Key Stages 2 and 3</p> <p>EEF Mastery Learning – research suggests high impact for low cost (+2 months progress).</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning</p>	4
<p>Recruitment and retention approach: targeted professional development (NPQs for leadership / teacher progression), recognition for EYFS lead TLR, and focused support for early career teachers to build retention and reduce reliance on short-term supply.</p>	<p>EEF Effective Professional Development guidance and DfE guidance on Early Career Teacher support (EEF resources on effective PD and implementation, and the EEF Guide to Implementation) (A School's Guide to Implementation — EEF)</p>	4
<p>Write for life- writing and pre-/post-teaching intervention training and resources</p>	<p>Writing intervention</p> <p>EEF- Improving Literacy-</p>	

	<p>https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/literacy-ks2</p> <p>EEF- Small group tuition (+4 months impact)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/small-group-tuition</p>	
Strategic TA deployment training for teachers and TAs: implement EEF Deployment of Teaching Assistants recommendations — clarify roles, train TAs in scaffolding and structured interventions, ensure TAs supplement teacher instruction not replace it.	Strategic TA deployment training for teachers and TAs: implement EEF Deployment of Teaching Assistants recommendations — clarify roles, train TAs in scaffolding and structured interventions, ensure TAs supplement teacher instruction not replace it.	4,3
CPD to further embed the teaching of Literacy Tree across school.	<p>EEF- Improving literacy in primary school</p> <p>https://d2tic4wvo1iusb.cloudfront.net/production/eef-guidance-reports/literacy-ks2/EEF-KS2-lit-2nd-Recommendations-poster.pdf?v=1736245996</p> <p>Giving pupils a reason to write—and someone to write for—can support effective writing and provide opportunities to teach pupils how to adapt their writing for different audiences and purposes. Schools should focus first on developing core classroom teaching strategies that improve the literacy capabilities of the whole class. With this in place, the need for additional support should decrease ,</p>	4

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

Budgeted cost: **£22,313**

Activity	Evidence that supports this approach	Challenge number (s) addressed
<p>Little Wandle 'Keep-Up' and 'Catch-Up' Sessions & Little Wandle Rapid Catch-Up & SEND Programmes strengthen phonics teaching fidelity (daily phonics lessons, keep-up and catch-up groups, TA-delivered structured phonics interventions). Use diagnostic checks to target Year 1/2 PP pupils.</p>	<p>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.</p> <p>EEF Phonics Learning – research suggests high impact for very low cost (+5 months progress).</p> <p>Phonics Toolkit Strand Education Endowment Foundation EEF</p> <p>EEF guidance on early literacy, phonics and reading (EEF Teaching and Learning Toolkit—phonics/high-impact for early reading) (Teaching and Learning Toolkit — EEF)</p>	<p>3,4</p>
<p>Short-term, structured small-group interventions (30 min sessions, 3–5x weekly, termly blocks) in reading (reciprocal reading / guided reading programmes), writing (structured writing scaffolds) and maths (Mastering Number extension and fluency blocks for Y3–5). Interventions planned from diagnostic assessment, with bridging</p>	<p>EEF Toolkit: Small group tuition; EEF guidance on improving mathematics (Small group tuition EEF and Improving Mathematics guidance / Mastering Number DfE guidance) (One to one tuition — EEF; Improving Mathematics in Key Stages 2 and 3 — DfE/EEF guidance)</p>	<p>3</p>

activities to classroom work.		
Targeted 1:1 or small group tuition for the lowest-attaining disadvantaged pupils (school-led tutoring / NTP-style model where feasible). Sessions explicitly linked to classroom teaching and delivered by trained staff. Use short, regular sessions up to 10 weeks with progress monitoring.	EEF Guidance: One-to-one tuition and Tutor Trust trial evaluation (evidence that tuition can deliver several months' progress when linked to classroom teaching) (One to one tuition — EEF; Tutor Trust evaluation — EEF)	3
<p>To run daily Nurture groups (AM and PM). Group delivered by the school SENCO, HLTA and Professional coaches.</p> <p>Nurture Football groups which are delivered by qualified sports coaches 2 days a week.</p>	<p>EEF- Social and emotional learning (+4 months progress) https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/leadership-and-planning/supporting-attendance/deliver-targeted-interventions-to-supplement-universal-provision</p> <p>EEF- Physical activity (+1 month impact)</p> <p>Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	1,2,3,4,5,
One-to-one support given to our PP children by TAs and teachers in class to ensure that attainment in maths for our disadvantaged children is	EEF Mastery Learning – research suggests high impact for low cost (+2 months progress). https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/mastery-learning	4

<p>on par with the attainment of children not disadvantaged in Year 3, 4, 5 and 6.</p>		
<p>Increase licenses available for pupils to engage with 'Reading Plus'. 299 licenses</p>	<p>Individualised learning- +4 months progress https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p> <p>Reading comprehension strategies- +6 months https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/reading-comprehension-strategies</p>	<p>3, 4</p>
<p>Boxall- A comprehensive whole-school approach to assess and support the social, emotional, and behavioural development of all children and young people, to positively impact their learning, behaviour, attendance, and wellbeing.</p>	<p>EEF Social and Emotional Learning - Moderate impact based on very low cost (+4 months progress).</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	<p>1,2,3, 4</p>
<p>Century Teach Learning and Teaching resource. This subscription is KS2 specific. This is an artificially intelligent software used for homework and intervention in reading, maths and SPAG</p>	<p>Homework- (+5 months impact)</p> <p>Pupils eligible for free school meals typically receive additional benefits from homework. However, surveys in England suggest that pupils from disadvantaged backgrounds are less likely to have a quiet working space, are less likely to have access to a device suitable for learning or a stable internet connection and may receive less parental support to complete homework and develop effective learning habits. These difficulties may increase the gap in attainment for disadvantaged pupils.</p> <p>Homework clubs can help to overcome these barriers by offering pupils the resources and support needed to undertake homework or revision</p>	<p>3, 4</p>

	<p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/homework</p> <p>EEF- Individualised instruction (+4 months impact)</p> <p>Disadvantaged pupils may be more likely to be affected by higher school absence rates and lower attainment, on average, when compared to their more advantaged peers. This means disadvantaged pupils may be more likely to progress through school with gaps in their understanding, which will affect how quickly and easily they can acquire and connect new learning.</p> <p>For pupils identified as having low prior attainment or at risk of falling behind, individualised instruction may allow the teacher to provide activities that are closely matched to a pupil's attainment.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/individualised-instruction</p>	
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Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: 16,139

Activity	Evidence that supports this approach	Challenge number(s) addressed
Pastoral Support Staff and MSAs to support behaviour over lunch times and to	Social and emotional learning (SEL) interventions seek to improve pupils' decision-making skills, interaction with others and their self-management of emotions.	1&2

<p>support our OPAL zones at lunch times</p>	<p>EEF Social and Emotional Learning - Moderate impact based on very low cost (+4 months progress).</p> <p>EEF Social and Emotional Learning.pdf(educationendowmentfoundation.org.uk)</p>	
<p>Drawing & Talking Therapy Intervention delivered by trained practitioners from the Army Welfare Service.</p>	<p>High impact intervention (3months +, strong evidence base at a low cost)</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/social-and-emotional-learning</p>	1
<p>Monitor the attendance of children eligible for pupil premium funding and build positive relationships with families.</p> <p>Establish nurturing starts/soft starts for some children, teaching metacognition and self-regulation</p>	<p>EEF Parental Engagement – moderate impact based on very low cost (+4 months progress).</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>EEF Metacognition and Self-Regulation – very high impact based on very low cost (+7 months progress).</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/metacognition-and-self-regulation</p> <p>DfE Improving School Attendance advice and EEF Rapid Evidence Assessment on Attendance Interventions (Attendance interventions REA — EEF); DfE guidance integrates practice from schools reducing absence.</p>	2
<p>Staffing of free places at Wrap-Around-Care club to support with attendance</p>	<p>EEF Parental Engagement – research suggests moderate impact for very low cost based on extensive evidence (+4 months progress).</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/parental-engagement</p> <p>Free Breakfast club impact- 2+ months progress in reading, writing and maths</p>	1,2,3,5

	https://educationendowmentfoundation.org.uk/news/eef-blog-magic-breakfast-a-case-study-in-scaling-evidence-for-impact?utm_source=/news/eef-blog-magic-breakfast-a-case-study-in-scaling-evidence-for-impact&utm_medium=search&utm_campaign=site_search&search_term=breakfast	
Free extra-curricular club cost	<p>EEF- Physical activity (+1 month impact)</p> <p>Pupils from disadvantaged backgrounds may be less likely to be able to benefit from sport clubs and other physical activities outside of school due to the associated financial costs (e.g. equipment). By providing physical activities free of charge, schools give pupils access to benefits and opportunities that might not otherwise be available to them</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/physical-activity</p>	5
Forest school groups	<p>Internal data shows that Forest School Sessions targets at pupils eligible for PP, SEN and pupils has had significant impact of the children's mental health, wellbeing and attendance.</p> <p>EEF- Outdoor learning</p> <p>Outdoor Adventure Learning might provide opportunities for disadvantaged pupils to participate in activities that they otherwise might not be able to access. Through participation in these challenging physical and emotional activities, outdoor adventure learning interventions can support pupils to develop non-cognitive skills such as resilience, self-confidence and motivation.</p> <p>https://educationendowmentfoundation.org.uk/education-evidence/teaching-learning-toolkit/outdoor-adventure-learning?utm_source=/education-evidence/teaching-learning-toolkit/outdoor-</p>	1,2,3,5

	adventure-learning&utm_medium=search&utm_campaign=site_search&search_term=outdoor	
SEMH provision: expand targeted SEMH support (Thrive sessions, sensory room internal alternative provision, weekly Thrive small groups, bespoke 1:1 support where required). SENCo coordinates referrals and multi-agency work; staff trained in trauma-informed practice and regulation strategies.	EEF Guidance: Social and Emotional Learning (SEL) interventions show positive impacts on academic outcomes and behaviour when targeted and structured (Social and Emotional Learning — EEF); EEF guidance emphasises multi-component approaches for SEMH.	1
Family and parental engagement: strengthen regular, personalised communications with families of disadvantaged pupils (attendance, learning updates, strategies for home reading and homework, parenting workshops for supporting learning and wellbeing). Use targeted parental planning and responsive support where attendance or engagement is low.	EEF findings that parental engagement and targeted parental approaches show promise for both attendance and attainment when responsive and multi-component (Attendance interventions REA — EEF); EEF Guide to the Pupil Premium highlights parental engagement as an important wider strategy. (EEF Guide to the Pupil Premium — EEF news/resources)	2,5.
Enrichment & cultural capital: subsidise trips, music tuition (Sing Education weekly provision), clubs, Y6 residential support, forest school access, and targeted extracurricular offers for disadvantaged pupils; monitor uptake and impact on engagement and wellbeing.	EEF Teaching and Learning Toolkit: Arts participation and extracurricular activities show low/moderate impacts on attainment but positive effects on attitudes and engagement; EEF guidance on Pupil Premium recommends targeted enrichment to build cultural capital. (EEF Toolkit: Arts participation; EEF Guide to the Pupil Premium) (Teaching and Learning Toolkit — EEF)	

Total budgeted cost: £55,830

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.

Intended outcome	Impact and progress made toward the intended outcome
Our aspiration is for all children to make progress in reading, writing and maths.	In the academic year of 2024/25, 70% of Pupil Premium children achieved the expected standard, or above, in reading, 50% achieved expected or greater in writing and 70% achieved the expected standard or above in maths. For comparison, 85% of non-pupil-premium children achieved the expected standard or above in reading, 76% in writing and 84% achieved the expected standard or above in maths.
Little Wandle training	<ul style="list-style-type: none"> • Our overall Y1 phonics screen pass rate was 87%. • 77% (9 out of 12) of our year 1 pupil premium children passed their phonics screen check. • 50 % (2 out of 4) passed their phonics screen check in year 2- those who did not were children with English as an Additional language.
To continue to improve attendance for all pupils and to support vulnerable and targeted children and families.	<ul style="list-style-type: none"> • The attendance of pupil premium children was 94.6% for the year 2024-25 (a 0.1% improvement from 2023-24). • There was a 0.4% improvement of unauthorised absences from 1.4% to 1% • There was a notable reduction in the number of persistence absence from pupil premium children with improvement made from 20.4% to 13.4% . <p><u>Targeted PP group of PA children</u></p> <ul style="list-style-type: none"> • A 50% reduction in persistent absence cases • Attendance improved from 82% to 91%.

	<ul style="list-style-type: none"> • Lateness reduced from 27 occasions to 8 from 2023/24 to 2024/25.
<p>To achieve and sustain improved wellbeing for all pupils in our school, particularly our disadvantaged pupils.</p> <p>Pupil premium children will be supported with self-regulation and mental health and wellbeing strategies to reduce behaviour incidents and suspensions.</p>	<p>The observed progress towards pupil premium targets indicates a positive trajectory in student wellbeing and engagement. Qualitative data collected from student voice, parent surveys and teacher observations reveal sustained high levels of wellbeing, with a notable increase in participation in enrichment activities among disadvantaged pupils. Quantitative measures, including Boxall and ELSA assessments, further support these findings, demonstrating a reduction in the percentage of pupil premium children requiring additional support to self-regulate. Additionally, there has been a marked decrease in incidents recorded on CPOMs linked to mental health concerns, alongside a reduction in fixed-term suspensions compared to the 2023/24 academic year. 15 pupil premium children attended Nurture groups throughout the year. Pupil's feedback from mental health questionnaires and end-of-term Nurture reflection have demonstrated individualised progress and development. Any concerns identified in the questionnaires were acted on swiftly by class teachers in dedicated intervention time.</p> <p><u>Nurture Comments:</u></p> <ul style="list-style-type: none"> • Nurture has helped me to chat things over that might worry me. • I have made new friends that I can talk to around school in other years. • It gives me something to look forward to. • I've learnt how to calm down when I'm angry.

KS2 Questionnaire comments and headlines

- 10% increase from last year in positive responses (responding yes) to feeling happy, liking school and liking themselves.
- School is fun and I have little groups that make me happy.
- I can see my friends and it's fun at school. Opal is really fun.
- I like school because it feels safe.
- Teachers are lovely and kind to us.
- I have loads of friends and I love education.
- I like school because we have fun lessons like maths and Times Tables Rockstars.
- I look forward to my teacher greeting me in the morning.

Provide and embed a bespoke curriculum including a wide range of enrichment opportunities to broaden experiences and aspirations of all children including those eligible for PP.

100% of Pupil Premium children attended a funded after school club or enrichment opportunity .

All extra-curricular clubs were free to our pupils (pupil premium and non-pupil premium).

Pupil Premium children in Y4 and Y6 had a subsidised opportunity to attend residential trips.

We fully subsidised two free places at our Wrap-Around-Care provision throughout the year to support our Pupil premium families.

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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

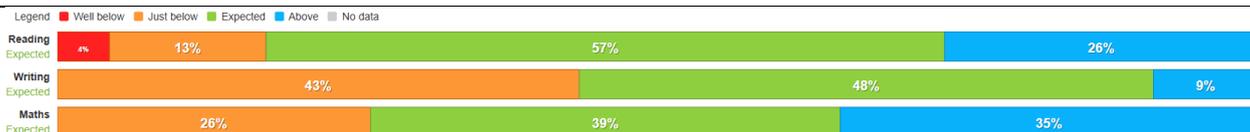
Programme	Provider
Teaching for Mastery	NCETM Maths Hub
Reading Plus	Reading Plus
Literacy Tree	Literacy Tree

Service pupil premium funding (optional)

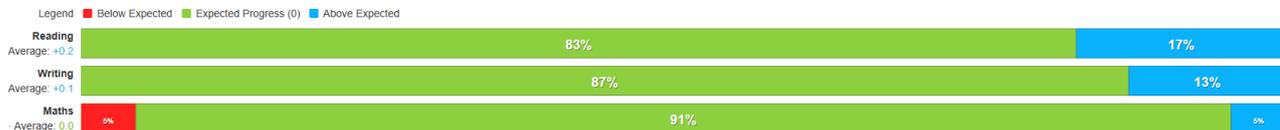
For schools that receive this funding, you may wish to provide the following information:

Measure	Details
How did you spend your service pupil premium allocation last academic year?	<p>Pupil premium and service pupils were supported directly with targeted academic support, including booster session with a focus on reading, writing and maths. These took place both during school hours and as additional sessions.</p> <p>Our service children took part in small-group forest school sessions every week and most service pupils had the chance to take part in several workshops hosted by the area 'service pupils' champion'. In addition to this, these children engaged in group Lego-therapy sessions hosted by the Army Welfare Service.</p> <p>9 of our Service pupils attended a number of our different, fully-funded, Nurture groups throughout the year.</p> <p>Service pupils in Key Stage 2 were all given Reading Plus accounts to support with their reading fluency.</p>
What was the impact of that spending	<p>Many service pupils in the school achieved their age-related expectations for reading, writing and maths. Those who did not will be supported further in this academic year. Our service children had a combined attainment score of 46% (percentage of children achieving the expected standard or greater in R,W and M). This was 2% better than those who are pupil premium but not service pupils.</p>

on service
pupil
premium
eligible
pupils?



100% of service pupils made expected or better than expected progress in Reading and Writing with 17% making better than expected progress in Reading and 13% in writing.



Teachers observed improvements in wellbeing amongst service children which enabled them to focus more effectively in class and self-regulate their emotions. Although challenges persist, planned interventions and targets are in place for the 2025/26 academic year to further support these children.